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ABSTRACT

This third report in the "Planning for Change" series presents an analysis of demographics and enrollments in the including profiles of full-time, mid-load, and light-load students. The first sections of the report offer information on LRCCD's "Planning for Change" report series and describe the district's outreach programs. The next section contains fall 1985 enrollment data, covering weekly student contact hours, day/evening attendance, credit load, ethnicity, age, and sex for the district as a whole. Next, student profiles are presented by unit load, indicating that: (1) light-load students comprised 43% of the fall 1985 student body, were the oldest of the three groups, and included a higher proportion of Whites and lower proportions of Asians, Blacks, and foreign students; (2) mid-load students made up 32% of the student body, had an average age of 26 years, attended primarily for transfer-related reasons, and had the lowest proportion of "undecided" majors on admission; and (3) full-time students comprised 25% of the student body, were least likely to hold college degrees upon admission, carried an average of 13.9 units, and primarily attended day classes only. Finally, the data's implications for planning and data for each LRCCD college are presented. (EJV)

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Planning for Change:

Fall 1985 Enrollment Update

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PLANNING FOR CHANGE:

FALL 1985 ENROLLMENT UPDATE

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Office of Planning and Research
Janis Cox Coffey, Director

January 1986

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Randall D. Jones
January 1986

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Planning for Change:

Fall 1985 Enrollment Update

EXECUTIVE SUMMARY

This is the third report in the "Planning for Change" series, annual reports which review and analyze various demographic trends for the Los Rios Community College District and its colleges. This report, for the first time, provides profiles of the full-time, mid-load, and light-load students, and examines who the students in these groups are, their reasons for attending the Los Rios colleges, and the implications for planning programs and services.

GENERAL TRENDS

Enrollment:

- Fall 1985 enrollment was 39,575, a decline of 1.9% from Fall of 1984, far less than the 1983-84 drop of 8.4%.
- Due to the continuing trend of students taking lighter loads, WSCH was down 5.1% from Fall 1984, less than the 1983-84 decline of 8.0%.

Age:

- The proportions of students in all age groups under age 30 declined, and the proportions of those 30 and older increased.
- Over half of Los Rios' students are age 25 and older; one-third are aged 30 and older.

Gender:

- Fall 1985 saw a continuation of a general trend toward more women; they are now 57.2% of the student body.

Ethnicity:

- The percentage decrease for black students was again greater than for other ethnic groups, but this semester's drop of 5.9% (compared to a decline of 3.2% overall) was far less than the 1983-84 drop of 19.5% for blacks (compared to 8.2% overall).
- Asians have now replaced blacks as the largest ethnic minority group in the district's enrollment.

Day/Evening Attendance:

- For Fall 1985, the proportions were 62.2% day and 37.8% evening, and that ratio has remained very stable over the last four years.

Unit Load:

- The trend toward students taking lighter loads, which was accelerated by the Legislature's "6 units - full cost" decision, has continued.
- As of Fall 1985, three-quarters of Los Rios' students were taking fewer than 12 units.
- In Fall 1985, 43% took fewer than six units, 32% took 6 to 11.9 units, and 25% took loads of 12 units or more.

PROFILES BY UNIT LOAD

Los Rios' students were grouped by the number of units in which they were enrolled, and their characteristics were reexamined. "Light-load" students were defined as those who took fewer than 6 units, "mid-load" students as those who took from 6 to 11.9 units, and "full-time" students as those who took 12 units or more. Three major questions were addressed: Who are the students in each group? How did the groups differ in terms of their educational goals and reasons for attending? What are the implications for district planning?

Light-load Students:

- Were 43% of the Fall 1985 student body.
- Were the oldest of the three groups, averaging 32 years of age; two-thirds of these students were women.
- Included a higher proportion of whites and lower proportions of Asians, blacks, and foreign students.
- Primarily attended for job-related reasons (42%), or had no degree or certificate objective (20%).
- Were most likely to declare business-related majors upon admission.
- Were most likely to hold a college degree upon admission (25%), with 14% holding a Bachelor's degree or higher.
- Carried an average load of 3.1 units (4.2 WSCH), with 3-unit loads being most popular (generally one course).
- Primarily attended evening courses only (66%).

Mid-Load Students:

- Were 32% of the Fall 1985 student body.
- Had an average age of 26 years, and over half were women (54%).

- Included higher proportions of blacks and Hispanics, and a lower proportion of Asians.
- Primarily attended for transfer-related reasons (60%).
- Had the lowest proportion of "undecided" majors on admission, with most indicating business-related fields. Mid-load students also had the highest interest in health-related areas.
- Were relatively unlikely to hold a college degree upon admission (10%).
- Carried an average load of 8.2 units (10.2 WSCH), with 6- and 9-unit loads being most popular.
- Showed the greatest variety in attendance patterns, with 56% attending day classes only, 16% both day and evening, and 28% attending evening classes only.

Full-time Students:

- Were 25% of the Fall 1985 student body.
- Were the youngest with an average age of 22 years, and had a higher proportion of men (53%) than women.
- Included the highest proportions of Asians and foreign students, and a lower proportion of whites than in the general student body.
- Were most likely to attend to prepare for transfer (75%).
- Had less interest in business and health majors, and a slightly higher interest in engineering.
- Were least likely to hold college degrees upon admission (3%), with over one-fourth having completed no college units at all upon admission.
- Carried an average load of 13.9 units (17.9 WSCH), with 12- to 16-unit loads being most popular.
- Primarily attended day classes only (75%), although almost one-quarter (23%) attended a combination of day and evening classes.

Implications for Planning

- Historically, community colleges have planned for the younger, full-time students, who have become only one quarter of our enrollments.
- Those planning programs and services should give at least equal weight to the needs of the part-time student.
- About 70% of the students are both working and attending college, and may not be able to attend classes scheduled in "traditional" times and formats.
- Students should be able to complete most programs by attending classes in the evening only. Classes in the evening and on weekends may enhance retention of working students who cannot take full-time loads, and who are now a large proportion of our student body.

Planning for Change:

Fall 1985 Enrollment Update

INTRODUCTION

This is the third report in the Los Rios Community College District's "Planning for Change" series. This report, like those before it, not only presents the latest district and college enrollment statistics (for the Fall 1985 semester), but also focuses on various trends and items of information that will help those who are planning for instructional programs, student services, and facilities usage. The reports in this series analyze the district's past and current status, with an eye toward planning for the types of students we will be serving not only this year, but in the future.

The first report in the series, Planning for Change: Assessing Internal and External Environmental Factors (Coffey, 1984), discussed various demographic, economic, and sociopolitical factors that could be expected to alter how this district should operate over the next five to ten years. The report then focused on the district's changing demographics, comparing the student populations of each college and the district as a whole to the college and district service area populations. Using data from the 1980 Census, that initial report provided a portrait of the district's various communities (Los Rios' potential students) and those enrolled each year from Fall 1978 through Fall 1983.

The second report, Planning for Change: Fall 1984 Enrollment Update (Coffey, 1985), discussed the effects that the imposition of tuition may have had on our student enrollments. In addition to examining the changes in overall enrollment, WSCH, credit load, day/evening status, and the age, sex, and ethnicity of Los Rios students, that second report included extensive research into the sharp districtwide decrease in black student enrollments in Fall 1984, a decline that was echoed in other districts throughout the state.

This third report, the Fall 1985 Enrollment Update, builds upon and reviews various demographic trends for the district and the colleges, and for the first time provides profiles of full-time, mid-load, light-load students, examining which students are in these groups and their reasons for attending the Los Rios colleges. Given the continuing shift from full- to part-time enrollment and the resultant effects on credit load and WSCH—and thus funding—it is important to focus on the goals of part-time students, to plan programs and services tailored for this increasing majority of our students. At a time when our supply of high school students is declining both state- and nationwide, a shift in focus to the part-time, working and somewhat older students is not only appropriate but may be crucial to the very survival of the community colleges. Indeed, the state-level Commission for the Review of the Master Plan for Higher Education, in examining the mission and function of the community colleges, has focused on the changes in the student population and shifting enrollment patterns as major factors in determining the future role of our colleges.

The Los Rios District is recognized by many in the higher education community as a leader in asking the right questions about its future, and in doing the research to answer these questions. This report analyzes trends since 1978 in the district's demographics: enrollment, WSCH, day/evening status, credit load, ethnicity, age, and sex. It then focuses on the profiles of those students taking full-time, mid-range, and light loads, and on the goals of those students. Highlights of similarities and differences among the district's three colleges—American River College (ARC), Cosumnes River College (CRC), and Sacramento City College (SCC)—and the Placerville Center (CRC/P) are presented throughout; charts and graphs for each college, corresponding to those for the district-level demographics discussions, are presented in the appendices. The report concludes with a section entitled "Implications for Planning" that discusses the importance of the various trends and student profiles in planning successful programs and services for Los Rios students.

LOS RIOS OUTREACH PROGRAMS

Administrative responsibilities for several of the off-campus outreach centers were passed from one college to another for the Fall 1985 semester. Since most outreach centers serve groups of students with very specific profiles, such as state office workers in the downtown core or specific minority groups, these administrative changes have impacted the enrollment figures and the demographic profiles of the colleges' overall student bodies.

Cosumnes River College (CRC) has always served the largely rural/agricultural southern half of Sacramento County, and continues to do so. CRC staff are operating the new Institute of Business and Technology, working to promote cooperative educational programs with "high-tech" companies which are rapidly moving into new areas of light industrial development along the "Highway 50 Corridor." In the Rancho Cordova area, American River College had developed outreach classes at the White Rock Elementary School and state Franchise Tax Board offices, and Sacramento City College had developed classes at Mather Air Force Base; these sites are immediately adjacent to Highway 50 and were being administered by Cosumnes River College as of the Fall 1985 semester. Attached to American River College since its inception in 1965, the Placerville Center has had an average enrollment of nearly 2000 students in recent semesters. Given Placerville's location directly adjacent to Highway 50, that Center has also shifted to Cosumnes River's authority. CRC either holds or is planning to hold off-campus classes at several sites: the State Teachers' Retirement System office, California Youth Authority, state Office of Local Assistance, Sacramento Municipal Utilities District (SMUD), Contractor's State License Board, and Folsom High School.

Sacramento City College (SCC) serves the downtown core of Sacramento and the western portion of the Los Rios District, including Davis in Yolo County. Cosumnes River College has had responsibility in the past for classes held at several downtown Sacramento locations, particularly state office buildings including the Department of Consumer Affairs, CalTrans, the Department of Motor Vehicles, Employment Development Department, the Department of Education, State Office Building #8, State Office Building #9, and the Department of Water Resources building. Since these locations in the downtown area are on the doorstep of Sacramento City College, it will be administering these classes as of Fall 1985. Sacramento City College continues to provide outreach programs at the Sacramento Army Depot and in Davis at Holmes Junior High.

American River College has begun pursuing cooperative education agreements with those companies acquiring and already having locations in the light industrial parks across the northern side of the greater Sacramento area, in what might be called the "Highway 80 Corridor," keeping pace with the rapid development of the Natomas communities in the northwestern corner of the county. American River College is also continuing its outreach programs at the Garden Valley Center, McClellan Air Force Base, and the Twenty-Eighth Street facility downtown where specialized camera repair classes are held.

About 93% of Los Rios students attended only one of the large college sites—ARC, CRC, SCC, or Placerville—for all their classes, and another 1% attended more than one of the large college sites. The remaining portion, about 6% of the student body or over 2300 students, attended an outreach center, sometimes in addition to some work at a large college site. Some students (roughly 40) attended more than one of the outreach centers during the Fall 1985 semester.

The changeover of classes held at White Rock Elementary School and Mather Air Force Base had the effect of moving 725 students—150 enrolled in ARC's White Rock classes and 604 enrolled in SCC's Mather classes (29 enrolled in both)—to Cosumnes River College. At the same time, 759 students attending at the various classroom sites making up the "Downtown Center" were transferred from Cosumnes River College to Sacramento City College. These changes, therefore, resulted in an apparent net loss of 150 students from American River College, a net loss of 34 students from Cosumnes River, and a net gain of 155 students to Sacramento City College. The blocks of students which shifted from one college to another have been examined in detail, and were responsible for some of the apparent sudden changes in student characteristics for the Fall 1985 semester; explanations have been included in the following sections where necessary.

CURRENT DEMOGRAPHICS AND RECENT HISTORY

This chapter examines the enrollment data for the Fall 1985 semester. In each area studied—enrollment, WSCH, day/evening attendance, credit load, ethnicity, age, and sex—several questions will be presented which are similar to those found in the Fall 1984 Enrollment Update, and are intended to guide the reader in interpretation of the data. District totals will be presented along with highlights of the data for the colleges. Charts and graphs for each college, corresponding to those presented in this section, are included in the appendices.

This report is based on a "snapshot" of the district's enrollments taken at the official Fourth Week Census date in late September. The figures used in the sections to follow have been generated by a computer program for statistical analysis known as "SPSS-X," using the data base that is the foundation of the Student Characteristics reports. Those reports have been the basis of the Planning for Change reports in past years.

ENROLLMENT

- Did enrollments increase or decrease for the Fall 1985 semester?
- Is the increase or decrease a new phenomenon or a continuation of a trend?
- Is there a relationship between enrollment trends and events in the recent history of the community colleges?

Figure 1 on the next page illustrates enrollment trends in the district since 1978. Enrollments have been declining since the peak in 1981, but optimistically, the Fall 1985 decline has been less severe than in preceding years. Measuring percentages of decline between the Fall semesters of each pair of years, recent past percentages have been 5.2% (81-82), 4.3% (82-83), and 8.4% (83-84). The Fall 1984 to Fall 1985 drop, however, was only 1.9%. The majority of the loss appears to have been in the evening enrollments, as will be examined later when day/evening ratio is discussed.

Placerville Center enrollment is up 10.8% (196 students) from Fall 1984 to Fall 1985. Sacramento City College, with the inclusion of the 155 student net gain from the transition of outreach programs, shows an enrollment loss of only 48 students (0.4%). Cosumnes River College is down 0.8%, only 44 students; it should be noted that 34 of those 44 students were the net result of the loss of 759 Downtown Center students and gain of 725 students from White Rock and Mather. American River College enrollment is down 4.5% (880 students), and a portion of this drop is the result of the loss of the 150 students at White Rock to Cosumnes River College. If the changes in outreach administration had not occurred, American River College would have posted a moderate 3.8% loss, Cosumnes River College would almost break even with their Fall 1984 enrollment (actually down 0.2%), and Sacramento City College would show a drop of 1.5% from Fall of 1984.

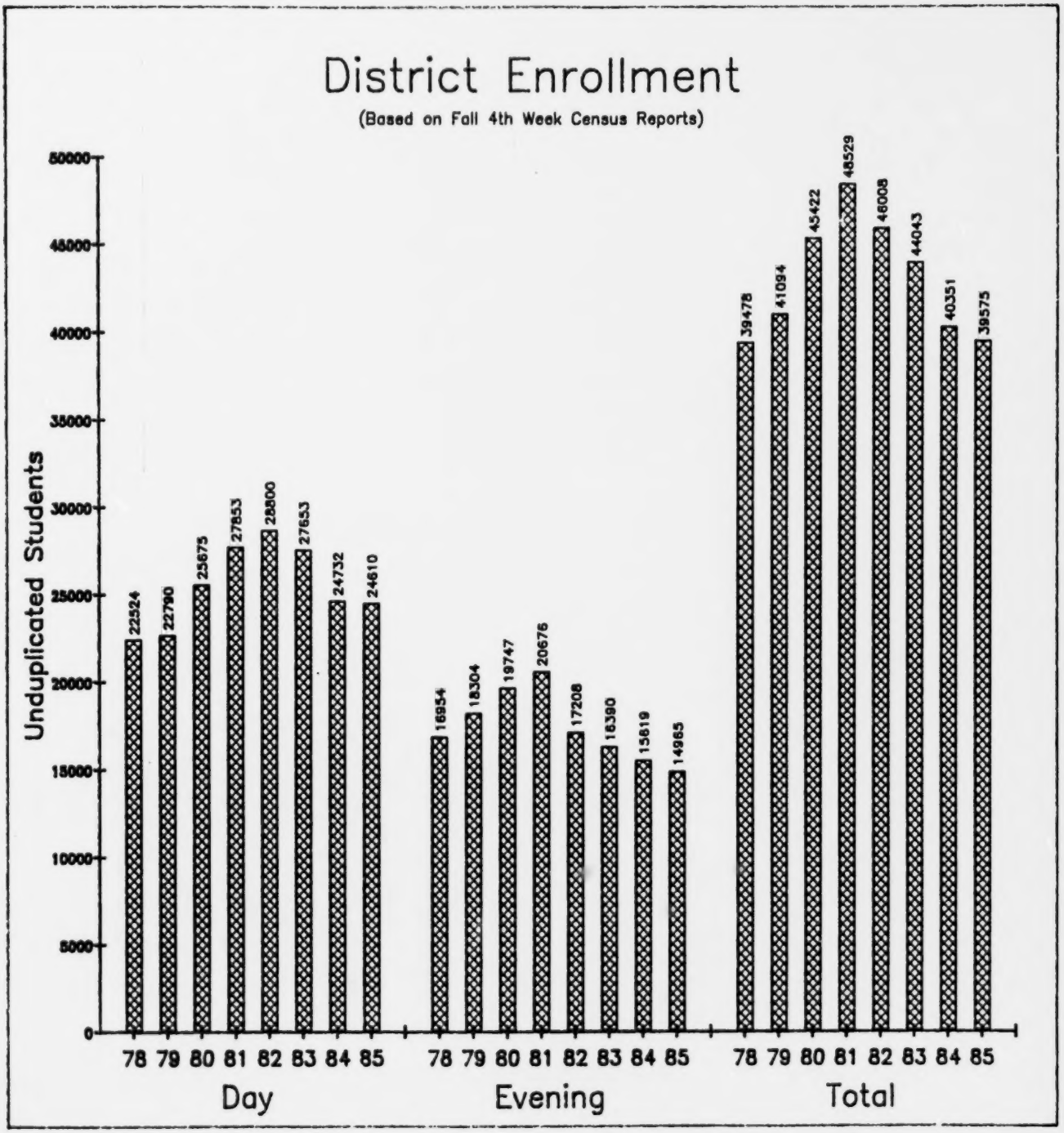

District Enrollment
(Based on Fall 4th Week Census Reports)
Unduplicated Students
50000
45000
40000
35000
30000
25000
20000
15000
10000
5000
0
22524
22790
25675
27853
28800
27653
24732
24610
16954
18304
19747
20676
17208
16390
15619
14985
39478
41094
45422
48529
46008
44043
40351
39575
78 79 80 81 82 83 84 85
Day
78 79 80 81 82 83 84 85
Evening
78 79 80 81 82 83 84 85
Total

Figure 1

Factors Influencing Enrollment

There have been many theories put forward in recent years to explain the general districtwide enrollment trends presented above. The most widely publicized model advocates a link between enrollments and funding. Figure 2A charts Los Rios' enrollments for each Fall semester from 1978 to 1984, along with the total beginning balance for the budget of the corresponding fiscal year. The funding figures have been corrected for inflation using the Higher Education Price Index—an index developed on a nationwide basis by Research Associates of Washington, and reflecting the costs to education of certain representative goods and services. The data have been plotted so that the point for the FY 1978-79 funding is the same height as the point representing the Fall 1978 enrollment. Figure 2B illustrates the suspected reality—that "this year's" funding affects "next year's" enrollment—by plotting the same data with the enrollment figures staggered one year from the funding figures.

Another widely-advanced theory suggests that community college enrollments are linked to the general state of the economy and the related levels of employment in different skill areas—when people cannot work, they attend college to upgrade existing job skills or to retrain to qualify for a field that is not depressed. Figure 3 compares each year's Fall semester enrollments with the percentage of unemployment in Sacramento county for the September of the corresponding year. The graph has been adjusted so that the points corresponding to the Fall 1978 enrollment of 39,478 and the unemployment rate of 6.2% are coincident. The cumulative effects of the recession which began in 1980 caused unemployment to begin to increase dramatically in mid-1982, reaching the indicated 10.2% in Fall of 1982, and peaking at over 12% in January of 1983. The unemployment rate had dropped to 8.2% by Fall of 1983, and has been slowly improving since that time.

It appears that both the "funding model" and the "unemployment model" show linkages to enrollment for at least a portion of the years examined. The unemployment model shows a very close relationship from 1978 through 1981, and it is possible that since funding (when adjusted for inflation) was increasing during that time, the colleges were able to supply increasing levels of service to meet the needs of the pool of prospective students. From 1982 through the present, however, reduced levels of funding (when adjusted for inflation) may not have allowed the colleges to meet the increased demand with new educational resources. Indeed, the same recession that enlarged the pool of prospective students decreased (via weaker dollars) the ability to provide services. Some colleges and districts may have pulled their levels of service back farther than necessary to reduce the risk of overspending, since the final level of funding for any fiscal year was (and still is) not known until sometime near its conclusion.

Figure 2A

Budget vs. Enrollment

(Budget indexed)

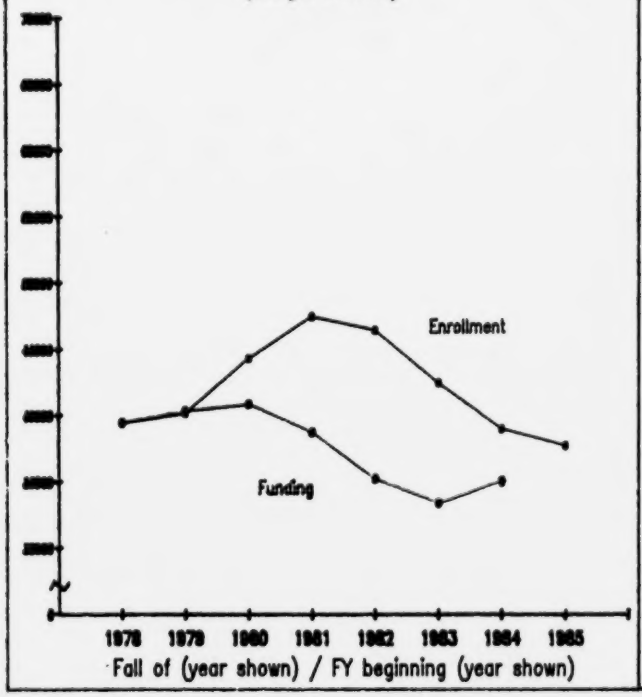


Figure 2B

Budget vs. Enrollment

(Budget indexed and leading)

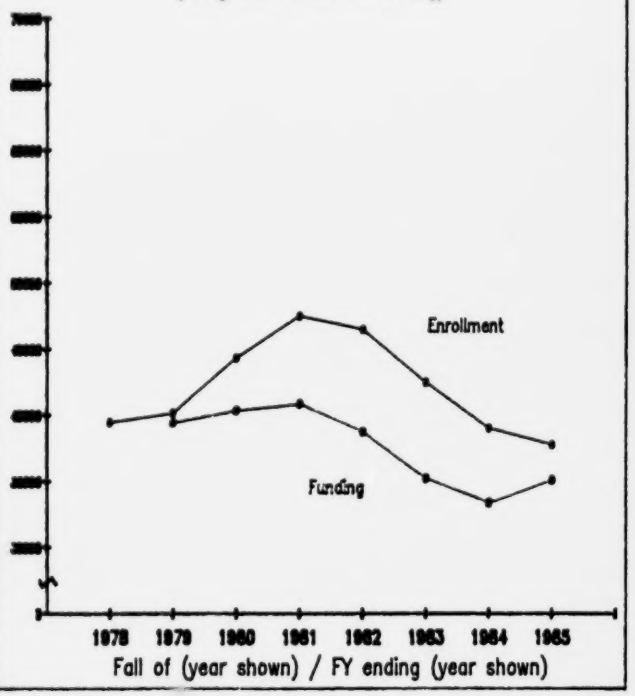
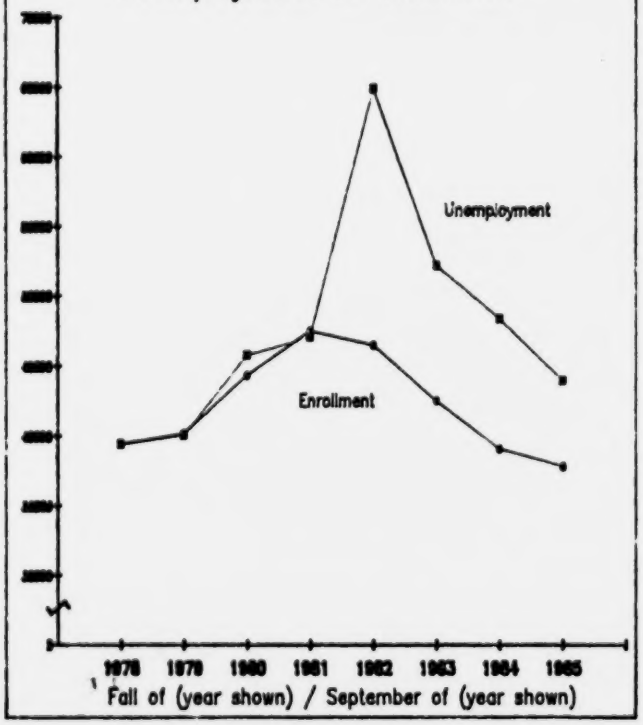


Figure 3

Unemployment vs. Enrollment



WEEKLY STUDENT CONTACT HOURS

- What is the current level of Weekly Student Contact Hours (WSCH)?
- Is there a trend in WSCH level over the years?
- What is the relationship between enrollments and WSCH?
- What will the WSCH trend mean in terms of funding for Los Rios?

As Figure 4 on the following page illustrates, WSCH peaked in 1981, the same year enrollments peaked, and has been declining since. From Fall 1984 to Fall 1985, WSCH dropped at a higher rate than enrollments, implying a continuing shift from heavier to lighter unit loads. Evidence of the shift to lighter loads will be corroborated in the section analyzing student unit loads.

Since the community college funding formula was changed in 1984, WSCH figures have not carried the direct weight they once did on immediate revenue. Funding for the 1985-86 fiscal year, as was the case last year, is partly dependent on statewide averages as well as Los Rios' own specific figures. In addition, a one-time-only "ADA decline allowance" will soften the impact of this year's loss. The current Master Plan Review Commission is examining various proposals to revise the current funding process, allowing the community colleges to develop responsible fiscal policy by making each fiscal year's resources known near its beginning.

Students which attended day classes only (50.2% of the student body) were responsible for the generation of 62% of the district's total WSCH in Fall 1985, and those who attended some combination of day and evening classes (11.7% of the students) were the source of another 18% of the total WSCH. Students attending evening classes only (38.1% of the Fall 1985 student body) generated the remaining 20% of the contact hours.

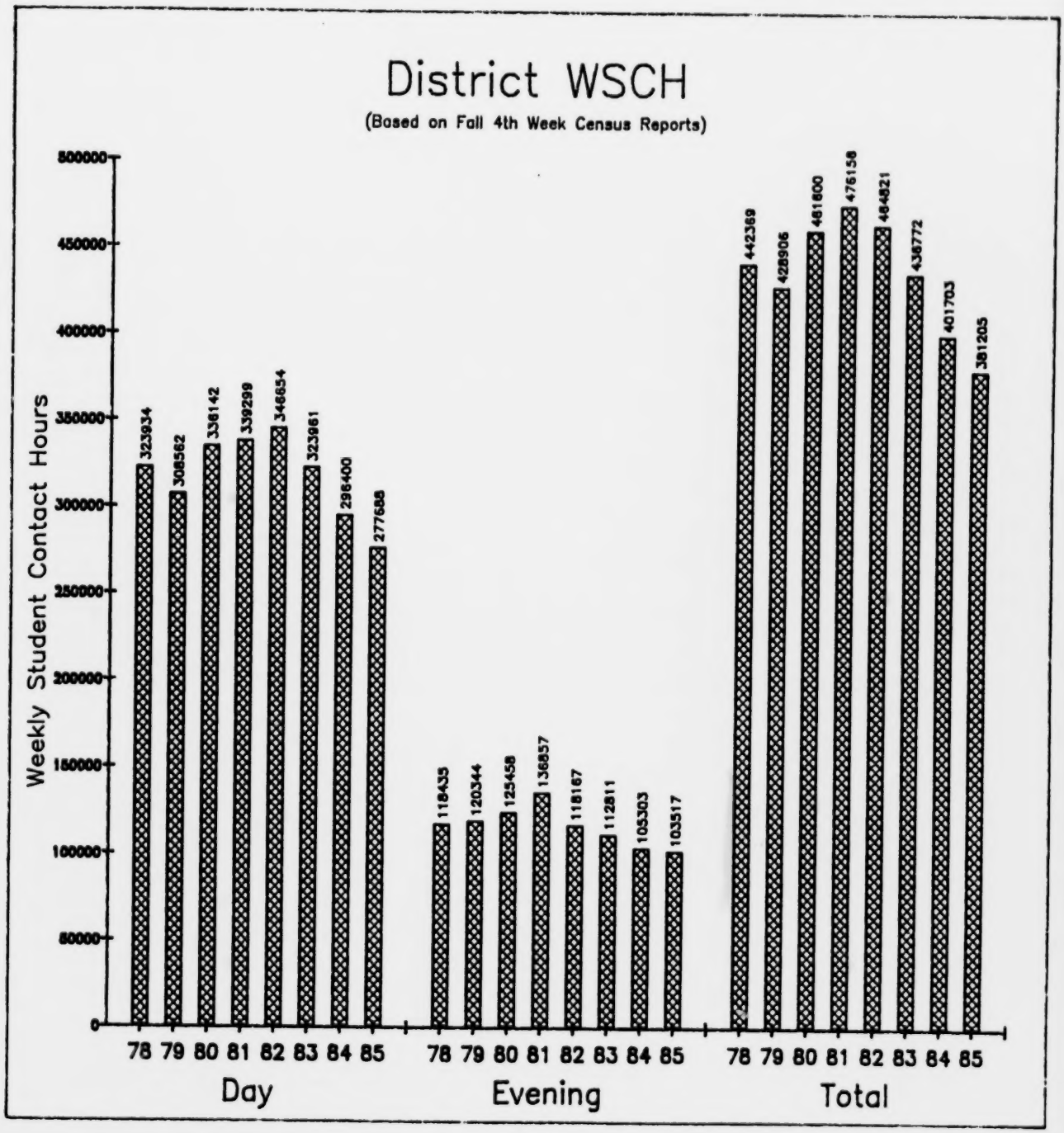

District WSCH
(Based on Fall 4th Week Census Reports)
Weekly Student Contact Hours
800000
450000
400000
350000
300000
250000
200000
150000
100000
50000
0
323934
308562
336142
339299
346654
323861
298400
277688
118435
120344
125458
136857
118167
112811
105303
103517
442369
428906
461600
476158
464521
438772
401703
381205
78 79 80 81 82 83 84 85
Day
78 79 80 81 82 83 84 85
Evening
78 79 80 81 82 83 84 85
Total

Figure 4

DAY/EVENING ATTENDANCE

- What is the current proportion of day students to evening students?
- Has this proportion changed over time and does the Fall 1985 semester break or continue a trend?
- Is there a difference in the proportions among the colleges?

The Fall 1985 districtwide day/evening ratio stood at 62.2% day enrollments and 37.8% evening enrollments. As can be seen in Figure 5, from 1982 to 1985 the districtwide percentages have varied less than 1% from this balance. "Day" courses were found generally to have had starting times before four o'clock in the afternoon, and "evening" courses generally started after 4 p.m.

American River College was very close to the districtwide average at 62.0% day, 38.0% evening. Sacramento City College's ratio shifted over four percentage points, from 65.9% day during Fall 1984 to 70.5% day and 29.5% evening for Fall 1985. This shift toward day attendance appeared to be the combined effect of the acquisition of the mostly day-attending Downtown Center students and a drop of 14% in evening attendance (more than 650 students) from Fall 1984. Cosumnes River College has historically had about 60% day and 40% evening attendance, but with the loss of the mostly-day students attending Downtown Center, and the gain of the mostly-evening students from the Mather and White Rock programs, that position had reversed: for Fall 1985 CRC had 47.8% day and 52.2% evening enrollments. An unexplained event was Placerville Center's day/evening ratio reversal. CRC/P lost 94 day students and gained 290 evening students to shift from Fall 1984's 55.2% day to Fall 1985's ratio of 45.1% day and 54.9% evening.

It is interesting to note that historically, students who were attending both day and evening courses concurrently have been classified as day students for the purpose of computing the above ratio. Attendance might also be grouped three ways—day only, some combination of day and evening, and evening only. If this is done, 4,405 of the "day students" fit the new category of those attending both day and evening, and the district's student population can be split into groups of 50.2% (18,953) day only, 11.7% (4,405) some combination of day and evening, and 38.1% (14,406) evening only.

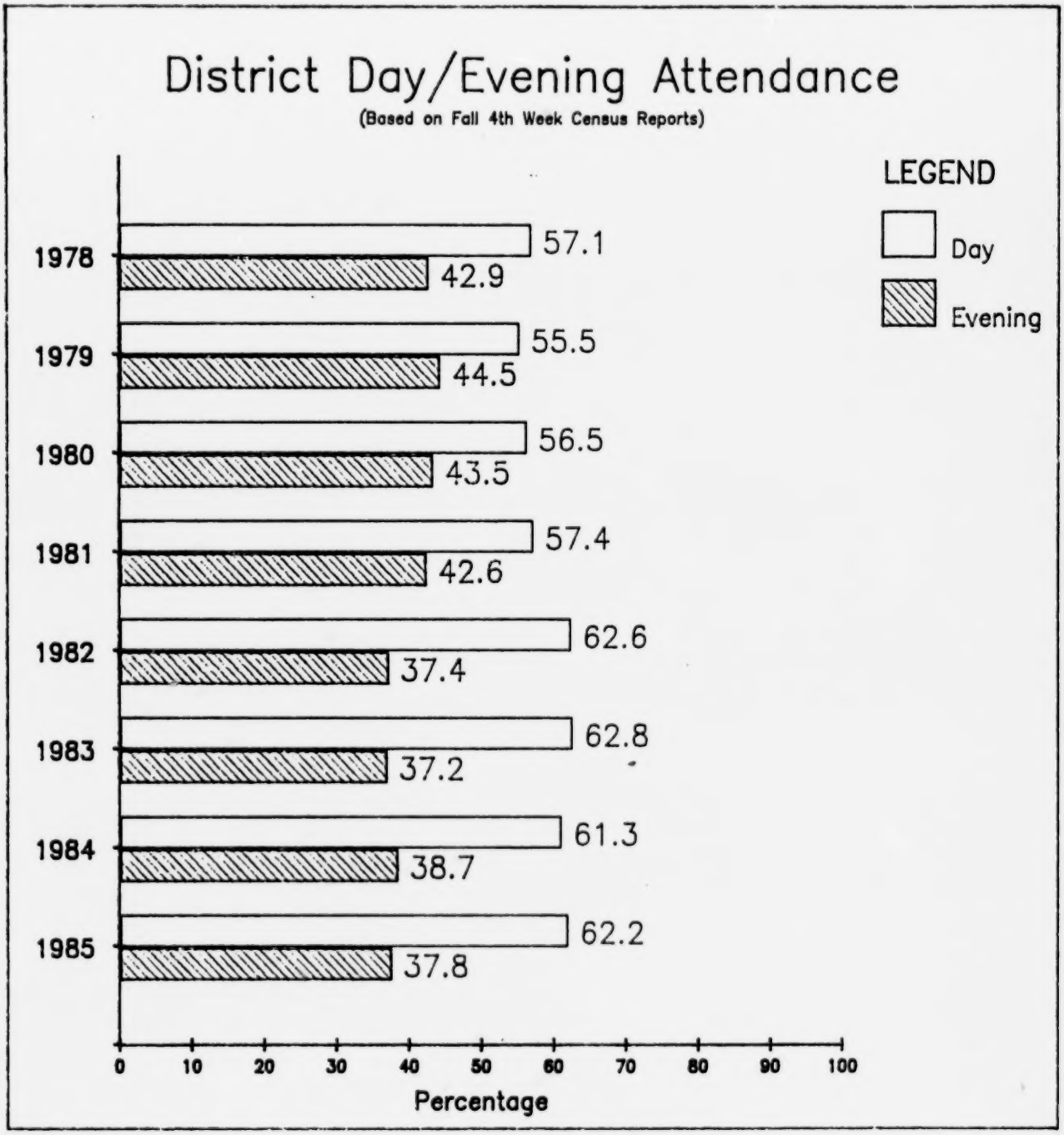

District Day/Evening Attendance
(Based on Fall 4th Week Census Reports)
LEGEND
Day
Evening
1978
57.1
42.9
1979
55.5
44.5
1980
56.5
43.5
1981
57.4
42.6
1982
62.6
37.4
1983
62.8
37.2
1984
61.3
38.7
1985
62.2
37.8
0
10
20
30
40
50
60
70
80
90
100
Percentage

Figure 5

UNIT LOAD

- What were the proportions of the student body taking light loads (1 to 5.9 units), mid-range loads (6 to 11.9 units), and full-time loads (12 units or more)?
- What are the trends in these proportions and do the Fall 1985 figures continue or break a trend?
- What are the effects of the trends in unit loads on the district?

Figure 6 shows the percentage of enrollment in each of the three unit-load categories—light load, mid-load, and full-time. The proportion of students taking a full-time unit load (12 units or more) has been decreasing rather steadily with the exception of a short stable period from 1982 to 1983 and dropped to 25.0% for Fall 1985. The proportion of those taking light loads, fewer than six units, has been generally increasing over the years, again with the exception of 1982 and 1983. It seems likely that the anomaly in 1982-83 was the result of a $30 million cut in state funding for avocational/recreational community college courses, primarily taken by part-time students. It should be noted that as of Fall 1985, three-quarters of Los Rios' students were taking fewer than 12 units, and the proportion of those taking fewer than 6 units had risen to 42.8%, making the Los Rios colleges predominantly part-time student institutions.

American River College's proportions almost exactly echo the districtwide trends and percentages, with full-time students currently comprising only 23.6% of the enrollments. The proportions of mid-load and full-time students at Sacramento City College have remained relatively stable over time; SCC shows a higher proportion of full-timers than average, now 30.7%. Cosumnes River College, which has always had a higher proportion of light-load students than the larger colleges, has echoed the trends of the district of increasing light loads and decreasing full-time loads; as of Fall 1985 51% of the students were taking fewer than six units and full-time students were down to 20.1% of the enrollments. Placerville Center has had the lowest proportion of full-time students in the district, at only 11.3% of enrollments, and as of Fall 1985, 68.1% of the students at Placerville were taking fewer than six units.

There were three light-load students (taking fewer than 12 units) for each full-time student (taking 12 or more units) at Los Rios colleges in Fall 1985, and the proportion of full-time students is continuing to decrease at the rate of about 1.5% per year. Under the current ADA funding formula the cost per student relative to income will continue to increase as the proportion of full-time students continues to decrease, since administrative and support services (assessment, counseling, financial aids) must be provided for each student regardless of unit load. Debate at the state level is currently focused on alternatives to ADA, such as FTE or differential funding mechanisms, which may be more responsive in providing funding for the fixed administrative and support costs.

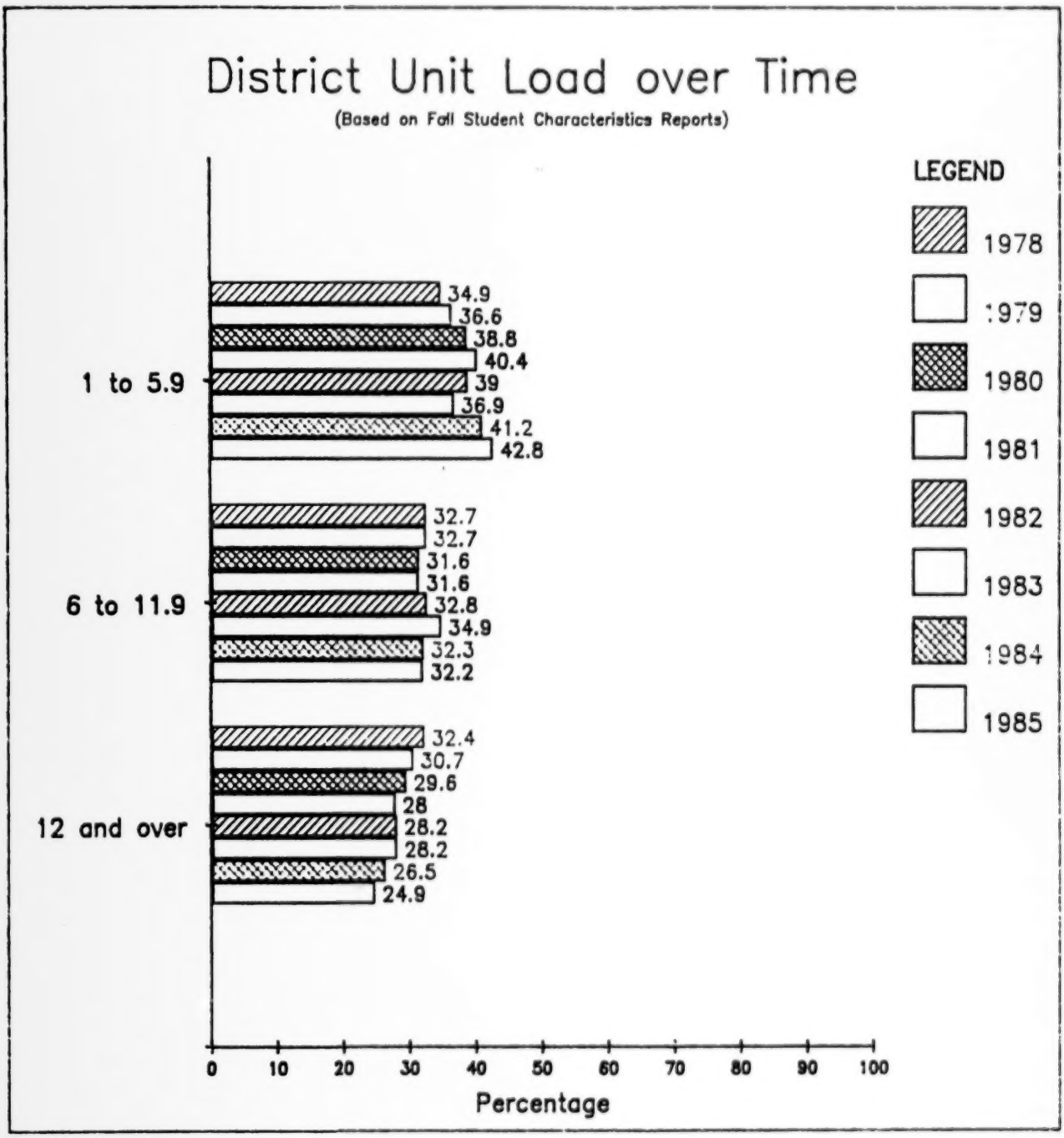

District Unit Load over Time
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1 to 5.9
34.9
36.6
38.8
40.4
39
36.9
41.2
42.8
6 to 11.9
32.7
32.7
31.6
31.6
32.8
34.9
32.3
32.2
12 and over
32.4
30.7
29.6
28
28.2
28.2
26.5
24.9
0
10
20
30
40
50
60
70
80
90
100
Percentage

Figure 6

ETHNICITY

- What were the proportions of enrollment for each ethnic group?
- Are there trends in the proportions? Do the Fall 1985 figures continue or break a trend?
- Did any one ethnic group advance or decline disproportionately?

Figure 7 illustrates the percentages of enrollments since 1978 for each ethnic group, and for comparison, also shows the ethnicity of the general population of the Los Rios district as determined by the 1980 Federal Census. The Hispanic, Asian, and native American groups have posted increases over their Fall 1984 proportions, recovering that semester's small declines to almost match their Fall 1983 enrollment levels. Blacks, with 208 fewer enrollments than Fall a year ago, show a 5.9% drop districtwide—less than the 19.5% drop from 1983 to 1984, but still another appreciable loss.

While the ethnic profile of the Sacramento area has almost certainly shifted somewhat over the five years since the 1980 Census, those proportions may still be used as guidelines to assure that community college enrollments remain reflective of the community in general. All of the colleges—ARC, CRC, and SCC—and Placerville Center have been serving, and continue to serve, more ethnic minorities than were representative of their service areas in 1980. Since 1981, Sacramento City College's student body has generally been comprised of a majority of ethnic minorities; Fall 1985 had 50.3% ethnic minorities compared to 35.3% ethnic minorities in the SCC service area. American River's area contained 16.3% ethnic minorities in 1980, and those groups now comprise 23% of ARC's student body. CRC's area was 28.9% minority in 1980, and enrollments were 36% minority. Placerville's area was only 5.6% minority, and enrollments were 11.4% ethnic minority. One other encouraging trend: for Fall 1985, fewer students than ever were categorized as "not coded" with respect to ethnicity; this group is now only 2.8% of the district's enrollments.

The most significant change in ethnic composition appears to have occurred at American River College, which lists 185 fewer black students than in Fall of 1984, over 85% of the total districtwide loss of 208 blacks. Only nine blacks were lost as a result of the White Rock outreach transition. There has been an increase in the actual count of Asian students at ARC and their proportion is up from 5.1% in Fall 1984 to 5.9% of the Fall 1985 students. The ethnic composition of Cosumnes River's students remained relatively stable, since the approximately 750 students lost and regained through outreach transitions were roughly similar in their ethnic composition. At Placerville Center, almost all of the new students were whites, and their proportion rose from 88.1% to 88.6% of the enrollments. Sacramento City College showed the largest gains in their Hispanic and Asian student populations. Hispanics at SCC rose from 10.3% of the student body in Fall 1984 to 11.5% in Fall 1985 (about half the gain due to outreach transitions) and Asians rose from 15.3% to 16.4%.

Blacks have historically been the largest single ethnic minority at both ARC and SCC. Because of recent dramatic decreases in blacks (which appear to be moderating) and continuing growth in the Asian group (averaging almost 1% per year for the last several years), Asians have become the largest minority group at both of these campuses. Since ARC and SCC combined enroll over 80% of the students in the district, it follows that Asians are now the largest ethnic minority group districtwide.

District Ethnicity
(Based on Fall Student Characteristics Reports)

	1978	1979	1980	'80 Fed Census	1981	1982	1983	1984	1985	84-85 diff.
White	26209 66.4%	26844 66.8%	29405 66.3%	701908 77.8%	31538 66.4%	30422 65.4%	27424 64.5%	26029 66.7%	25040 66.3%	-3.8%
Black	3838 9.7%	4013 10.0%	4435 10.0%	59092 6.6%	4707 9.9%	4969 10.7%	4376 10.3%	3524 9.0%	3316 8.8%	-5.9%
Hispanic (Note 1)	2603 6.6%	2640 6.6%	2929 6.6%	82169 9.1%	3263 6.9%	3185 6.9%	2961 7.0%	2817 7.2%	2896 7.7%	2.8%
Asian	2657 6.7%	2734 6.8%	3161 7.1%	44856 5.0%	3519 7.4%	3374 7.3%	3517 8.3%	3438 8.8%	3654 9.7%	6.3%
Am. Indian	499 1.3%	562 1.4%	599 1.4%	10972 1.2%	656 1.4%	637 1.4%	743 1.7%	683 1.8%	713 1.9%	4.4%
Other	863 2.2%	863 2.1%	978 2.2%	2947 0.3%	1002 2.1%	1003 2.2%	1057 2.5%	1109 2.8%	1089 2.9%	-1.8%
Not Coded (Note 2)	2809 7.1%	2538 6.3%	2834 6.4%		2813 5.9%	2892 6.2%	2414 5.7%	1420 3.6%	1056 2.8%	-25.6%
	39478	40194	44341	901944	47498	46482	42492	39020	37764	-3.2%

Note 1: Federal Census definition of "Spanish Origin" not comparable to other ethnic definitions.
Note 2: Federal Census combines Other and Not Coded.

Figure 7

AGE

- What were the proportions of younger and older students in the district?
- How have the proportions changed over time, and does the newest data continue or break a trend?

Figure 8 illustrates the proportions of students in each age group in the district. Numbers of students in both the 18-20 and 21-24 age groups increased for Fall 1982 and 1983, and decreased in Fall 1984 and 1985. The proportion of those in the 18-20 year age group echoes the statewide high school graduation rate, but a one-year delay is apparent—new high school graduates appear to be taking time out, possibly to obtain jobs, then enrolling in community colleges after a year or so. The proportion of those aged 25-29 had been increasing up through Fall of 1982, but since then their proportion has been dropping at approximately 0.5% per year. Not unexpectedly, those in the 30-39 year age bracket—the "baby boomers"—continued their growth in Fall 1985. Reaching 19.9%, one of every five students, this group has grown to almost equal the proportion of those 21-24 years old. Those in the age group 40 years and over, whose proportion had been declining through Fall of 1983, continued the growth trend they have shown since then.

With the continuing decrease in those students under age 25, the Fall 1985 semester marks the first time those aged 25 and older accounted for more than half of the student body. For Fall semester 1984, 50.9% of the students were under 25; in Fall 1985 50.3% of the students were 25 and older. Those 30 and over became a full one-third of our students.

American River College and Sacramento City College continued to have slightly younger student profiles, with 53.3% and 51.6% under 25 years of age, respectively. Cosumnes River College had a slightly older profile, with 57% aged 25 and older. The Placerville Center had the oldest student body: 70.4% aged 25 and older, 58.1% aged 30 and older, and the 30-39 group becoming the largest group there at 30.4%.

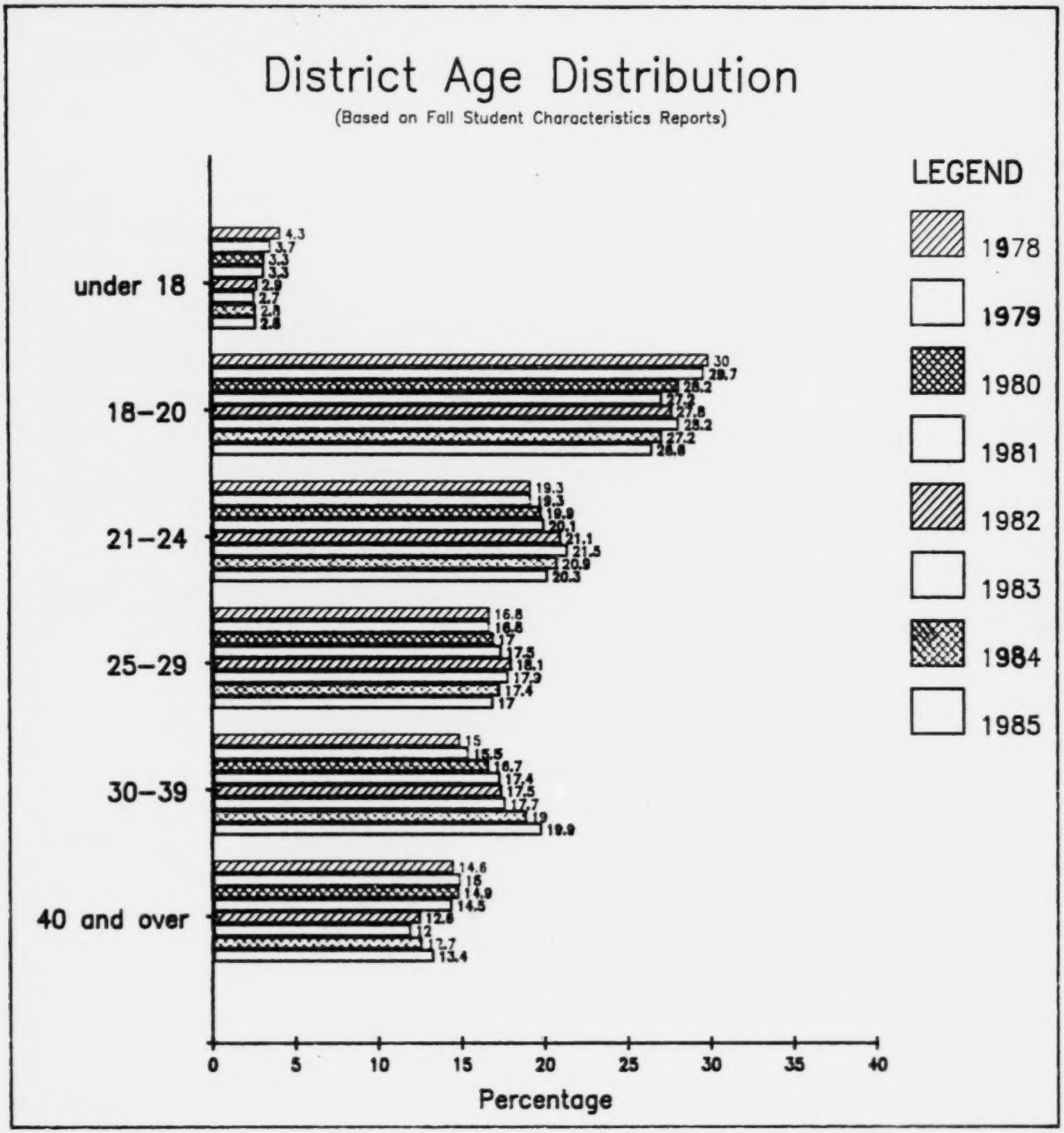

District Age Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
under 18
18–20
21–24
25–29
30–39
40 and over
4.3
3.7
3.3
3.3
2.9
2.7
2.8
30
28.7
28.2
27.8
28.2
27.2
26.6
19.3
19.3
19.9
20.1
21.1
21.5
20.9
20.3
16.8
16.8
17
17.5
18.1
17.3
17.4
17
15
15.5
16.7
17.4
17.5
17.7
19
19.9
14.6
15
14.9
14.5
12.6
12
12.7
13.4
0
5
10
15
20
25
30
35
40
Percentage

Figure 8

GENDER

- What were the proportions of men and women in the district?
- How have the proportions changed over time and does Fall 1985 continue past trends?

For the Fall 1985 semester, women continue to be the majority of the district's students, and as Figure 9 shows, since Fall of 1982 their proportion of the students has continued to grow.

The highest proportion of women occurs at the Placerville Center, where they were 67.5% of the Fall 1985 semester's students, up slightly from Fall 1984. Cosumnes River College follows, with a 59.3% female population, down from 60.4% from 1984. American River College has shown a slow shift toward more female students since Fall of 1983 and has continued that trend for Fall of 1985.

Sacramento City College has had a composition within 1% of 53%/46% since at least 1978, but shifted suddenly to 56.2% women and 43.8% men for Fall 1985. The number of female students increased 4.3% and the number of male students decreased 7.1%. Without the new and primarily female Downtown Center students, there would have been an even greater shift in these proportions to 58.7% female and 41.3% male for Fall 1985, since the number of females would have decreased 4.8% and the number of males would have decreased 9.2%.

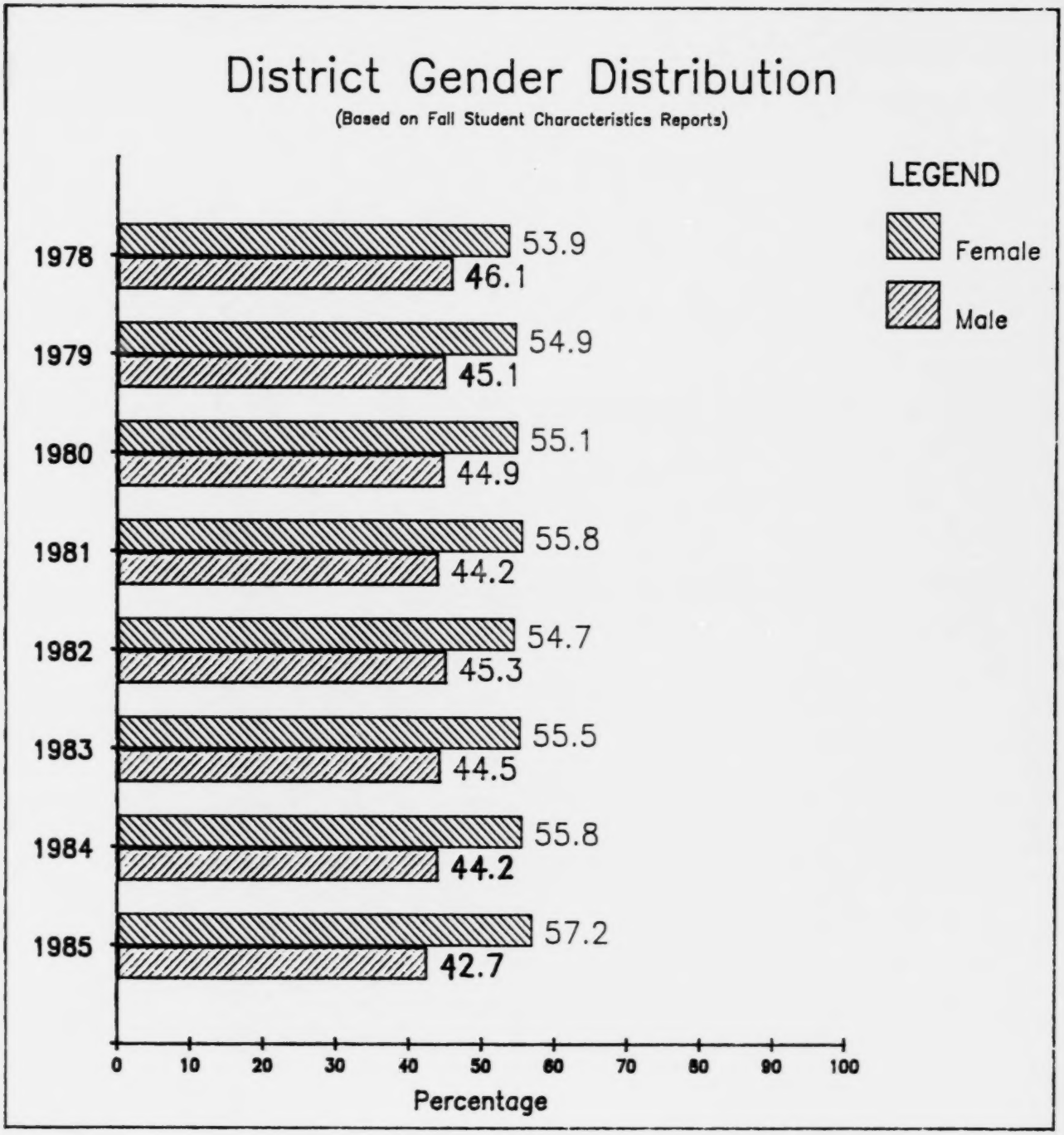

District Gender Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
Female
Male
1978
53.9
46.1
1979
54.9
45.1
1980
55.1
44.9
1981
55.8
44.2
1982
54.7
45.3
1983
55.5
44.5
1984
55.8
44.2
1985
57.2
42.7
0
10
20
30
40
50
60
70
80
90
100
Percentage

Figure 9

PROFILES BY UNIT LOAD

The preceding section of this report describes, as have the two annual reports before it, the demographics and some of the other characteristics of the Fall 1985 student body, pointing out the trends in those characteristics since 1978. By dividing the Los Rios student body into certain groups before looking at their characteristics, such as has already been done by campus, the similarities and differences between groups can be studied and their description and behavior better understood. Understanding of the composition of our student body leads to better planning for programs and services, which in turn leads to a quality education for our students.

This section separates the students of Los Rios by the number of units in which they were actively enrolled at the beginning of the Fall 1985 semester. The categories have been used previously in this and other reports: "light load" students, taking fewer than six units; "full-time" students, taking twelve units or more, and "mid-load" or "mid-range" students in the gap between, taking six units or more but fewer than twelve. Within each of these three categories, the same variables which previously have been studied for the entire student population—age, sex, ethnicity, etc.—have been reexamined, and for each of these variables a one-line summary of findings is presented for each of the three unit-load categories. A brief explanation of the summaries then follows to explain the source of the information and any qualifications that might be important for further use of the findings.

COMPOSITION OF STUDENT BODY

```
LIGHT:  42.8 PERCENT, 16,130 STUDENTS.
MID-:   32.3 PERCENT, 12,173 STUDENTS.
FULL:   25.0 PERCENT,  9,422 STUDENTS.
```

The format used above, and repeated for the discussions to follow, presents the summary for the light-load students on the first line, the summary for the mid-load students on the second line, and the summary for the full-time students on the third line. In this case, the summaries illustrate that the largest single group is the 42.8% of the student body taking light loads. The full-time students were the smallest group at 25.0%. The total number of students being examined in this section is slightly less than the total Fall 1985 enrollment shown earlier in this report, since this section excludes 39 students who could not be categorized—for varying reasons these students had loads of zero units on the data base when the enrollment "snapshot" was taken.

ACADEMIC LOAD

LIGHT: AVERAGES WERE 3.1 UNITS, 4.2 WSCH.
MID-: AVERAGES WERE 8.1 UNITS, 10.2 WSCH.
FULL: AVERAGES WERE 13.9 UNITS, 17.9 WSCH.

Light-load students were generating roughly 18% of the district's total WSCH for Fall 1985. The average load for light-load students was only slightly higher than three units since the majority (54.9% or 8,848 students) were taking exactly 3 units; the next most common load was 4 units (16.2%). The most common loads for mid-range students were 6 (31.5%), 9 (21.1%), and 10 units (13.4%) with the remaining third distributed fairly evenly through the range. Mid-load students generated about 35% of the total district WSCH in Fall 1985. Full-time students, who generated almost half (47%) of the district WSCH, most commonly took loads of 12 units (32.8%), 13 units (18.9%), 15 units (13.3%), 14 units (13.0%), and 16 units (7.9%). Some students were enrolled for very heavy schedules—134 hardy souls enrolled for 20 units or more for the Fall 1985 semester, with the highest appearing at 28 units.

CITIZENSHIP

LIGHT: 96.8% U.S. CITIZENS, 2.7% STUDENT VISAS, 0.5% REFUGEE OR OTHER.
MID-: 94.8% U.S. CITIZENS; 3.9% STUDENT VISAS, 1.3% REFUGEE OR OTHER.
FULL: 89.0% U.S. CITIZENS; 8.7% STUDENT VISAS, 2.3% REFUGEE OR OTHER.

Foreign students tend to be taking full-time loads. For those attending with any type of visa, a greater number were full-time students, and a lesser number were light-load students. Slightly over ten percent of Los Rios' full-time students were not United States citizens.

COLLEGE UNITS/DEGREES ALREADY COMPLETED

LIGHT: 21.7% NONE, 33.8% 1-30, 19.8% 30+, 10.5% AA/AS, 14.2% BA OR HIGHER.
MID-: 24.9% NONE, 36.2% 1-30, 29.5% 30+, 5.8% AA/AS, 3.6% BA OR HIGHER.
FULL: 27.0% NONE, 37.3% 1-30, 32.4% 30+, 2.5% AA/AS, 0.9% BA OR HIGHER.

When the students who were enrolled for the Fall 1985 semester were admitted (earlier than Fall 1985 for continuing students), one of the questions on the application for admission requested them to state the number of college units they had already completed, and whether or not they had already earned a college degree.

Almost one quarter (3,981) of the Fall 1985 light-load students had already earned some college degree when admitted to the Los Rios college they were attending. Those students who had completed no college units before admission (usually just out of high school), and those with more than 30 units but no degree, were most likely to enroll for full-time loads. In terms of college work already completed upon admission, mid-load students appear to be more closely aligned with full-time students than light-load students, but a greater proportion than full-time students stated they had either already completed a degree or had 60 or more units but no degree, indicating a much greater level of college experience.

MAJOR FIELD OF INTEREST

LIGHT: 27.8% UNDECIDED, 20.8% BUSINESS, 4.8% HEALTH, 3.6% ENGINEERING.
MID-: 24.1% UNDECIDED, 18.5% BUSINESS, 7.0% HEALTH, 4.8% ENGINEERING.
FULL: 24.3% UNDECIDED, 16.0% BUSINESS, 6.2% HEALTH, 8.2% ENGINEERING.

The summary above shows the percentages within each group to identify one of the four most popular "majors" on their applications for admission. The four indicated selections accounted for 55.6% of responses districtwide for Fall 1985. One-quarter of all students indicated that they were undecided as to their field of interest, with an only slightly higher proportion of those carrying light loads indicating indecision than in other groups. Students stating an interest in business, management, or office administration were more likely to be carrying light loads. Those indicating an interest in engineering, however, were more likely to have assumed a full-time load, possibly to more quickly complete the comparatively large amount of lower-division work involved in preparing for a timely transfer to an upper-division college.

AGE

LIGHT: AVERAGE AGE WAS 32.3, 70.8% WERE 25 OR OLDER.
MID-: AVERAGE AGE WAS 26.2, 72.9% WERE UNDER 29.
FULL: AVERAGE AGE WAS 22.5, 77.1% WERE UNDER 25.

The older the students, the more likely they were to be taking light loads. The average age of the light-load students was 32.3 years (with a standard deviation of 11.5 years), mid-load students averaged 26.2 years of age (SD = 8.8 years), and full-time students were younger still with an average age of 22.5 (SD = 6.4 years).

GENDER

LIGHT: 65.4% FEMALE, 34.6% MALE.
MID-: 54.4% FEMALE, 45.6% MALE.
FULL: 47.1% FEMALE, 52.9% MALE.

While average female/male proportions for each group are shown above, the proportions within each age group are quite interesting. Light-load students under 18 years of age were 59.9% women and 40.1% men in Fall 1985, and the proportion of women students increased with increasing age to 71.8% women (28.2% men) for those 40 and older. Mid-load students aged 21 to 24 were 50.3% women and 49.7% men and the proportion of female students increased in both older and younger groups, reaching 58.8% women for those 40 and older and 64.0% women for those under 18. Age had an even greater effect on the proportions for full-time students: 21 to 24 year-olds were only 39.7% women (60.3% men), but the proportions reversed and reached 54.3 women for those 40 and older and 56.8% for those under 18.

A possible explanation for the trends discussed above is that more "returning women" appear as age increases—women who have completed family obligations and are seeking job-related training to allow a return to the workplace or are taking courses for personal interest. This study has found that the proportions of women increase in younger age groups for full-time and mid-load students. Since more women than men complete high school in California, it seems likely that it is those new graduates that were reflected in the younger age groups. Of those aged 18 to 29, full-time men outnumber the full-time women, who may be opting for careers directly from high school or with two-year degrees and certificates, while some may be opting for family life.

ETHNICITY

LIGHT: MORE WHITES, FEWER ASIANS AND BLACKS
MID-: MORE BLACKS AND HISPANICS, FEWER ASIANS
FULL: MORE ASIANS AND BLACKS, FEWER WHITES

The summary above was generated by comparing the proportion of students each ethnic group has within each unit-load category with that ethnic group's proportion of the entire student body. Those ethnic groups which have a difference of at least one-half percentage point higher (more) or lower (less) than the average proportion for that group are shown in the summary.

Whites represent 70.7% of the light-load students but only 66.3% of the student body (up 4.4% from Fall 1984), while Asians and blacks were 6.1% and 7.3% compared to 8.3% and 8.8% (down 2.2% and down 1.5%), respectively. In the mid-load group, blacks were 9.9% (up 1.1%) and Hispanics were 8.2% (up 0.5%), while Asians were 6.4% (down 1.9%). Of the full-time students, Asians were 14.4% (up 6.1%) and blacks were 9.8% (up 1.0%) while whites were 59.3% (down 7.0%). Asians were the ethnic group with the highest tendency toward a specific unit-load category—43.4% of Asian students were attending full-time.

DAY/EVENING ATTENDANCE

LIGHT: 31.9% DAY, 2.1% BOTH DAY AND EVENING; 66.1% EVENING.
MID-: 55.5% DAY, 15.9% BOTH DAY AND EVENING; 28.5% EVENING.
FULL: 74.6% DAY, 22.6% BOTH DAY AND EVENING; 2.8% EVENING.

Students with light loads were the most likely to attend school in the evening only. While full-time students were likely to attend day classes only, a high percentage were attending both day and evening classes. A very small number of full-time students were attending evening classes only.

While about two-thirds of the light-load students were attending only evening classes, almost three-quarters of the full-time students were attending only day classes. One in five full-time students is enrolled for both day and evening courses, an unexpectedly high proportion which may reflect a need on the part of many full-time students for more flexible schedules with courses offered later in the day, permitting them to more easily hold daytime jobs while attending college.

The breakdown above illustrates how 62% of the district's total Fall 1985 WSCH was generated by the 50% of the student body who attended only day classes—day classes only were attended the majority of those taking full and medium loads. Those who attended both day and evening classes generated 18% of the WSCH, and while 38% of the students attended evening classes only they generated only 20% of the WSCH since they are primarily carrying light loads.

EDUCATIONAL GOAL

LIGHT: 35.5% TRANSFER, 41.6% JOB-RELATED, 19.3% NO DEGREE/CERT OBJECTIVE.
MID-: 59.8% TRANSFER, 29.0% JOB-RELATED, 7.0% NO DEGREE/CERT OBJECTIVE.
FULL: 74.4% TRANSFER, 17.1% JOB-RELATED, 5.4% NO DEGREE/CERT OBJECTIVE.

The categories above have been derived from the possible responses to the question on the application for admission which addresses the student's goal. The application asks whether the student intended to: 1) transfer with or without an AA/AS degree, 2) complete a degree or certificate program in a vocational area, 3) complete an AA in a general education area, 4) acquire or upgrade job skills, or 5) had no objective related to obtaining a degree or certificate.

Full-time students were more likely to state a transfer objective; light-load students were more likely to show a job-related orientation and were also more likely to indicate that they had no degree or certificate objective. While an average of about 43% of all students indicate an interest in transfer on admission, the results of a recent survey of those who had left our colleges (Lee, 1985) show that students' perceptions of their original reason for attending college change—only about 30% stated they had attended for transfer preparation. Similarly, while an average of 31% originally stated job-related reasons for attending, 40% of the students surveyed after leaving indicated that job-related training was their original intent. While 12% of the students stated "no degree or certificate objective" on admission, about 10% of the students in the follow-up survey claimed they had no objective.

STUDENT CLASSIFICATION

LIGHT: 15.2% FIRST-TIME, 18.6% NEW, 24.9% RETURNING, 40.7% CONTINUING.
MID-: 20.1% FIRST-TIME, 11.2% NEW, 12.1% RETURNING, 56.5% CONTINUING.
FULL: 23.7% FIRST-TIME, 8.8% NEW, 5.9% RETURNING, 61.6% CONTINUING.

On the application for admission, students are asked to categorize themselves as 1) being new to Los Rios not having attended any college before, 2) being new to the college, having come from some other college, 3) returning to a Los Rios college after a break, 4) returning to Los Rios but having attended another college during their absence, or 5) being a high school student doing accelerated work. Students who were enrolled at a college the "previous" semester are classified as "continuing" students, and do not complete a new application.

As might be expected, those attending full-time were mostly continuing students and another large block were new students who had not attended college before, likely recent high school graduates. New students who have previously attended college elsewhere, and returning students who attended another college during their absence, were more likely to attend college part-time.

SUMMARY OF PROFILES

Reading through the preceding analysis of the Fall 1985 student body classified by academic load, it quickly becomes apparent that the light-load, mid-load, and full-time students were very different in their demographics, their behaviors, and their goals. The following profiles of the students bring the findings together into a concise summary for each unit-load group. Such profiles of "average" or "typical" students are offered merely as summaries, not as definitive descriptions of the students in these groups.

Light-load Students

Light-load students, by definition, were enrolled for less than six units. Two-thirds attended in the evening only, and most took a three-unit load which generated four WSCH) About one-quarter were returning to Los Rios in Fall 1985, having stopped or attended elsewhere for at least a semester. When admitted, most stated they were attending for job-related reasons (42%), although another large group (20%) declared no degree or certificate objective. A slightly higher proportion of light-load students were undecided as to their major than in other groups, but those who chose an area on admission were most likely to state business-related fields. Almost one-quarter of the light-load students stated they already held a college degree when they were admitted; 14% declared a Bachelor's degree or higher. Demographically, there was a higher proportion of whites, and lower proportions of blacks, Asians, and foreign students than in the general student body. Light-load students were the oldest of the three groups, at an average 32 years of age. Almost two-thirds of the light-load students were women.

Mid-load Students

Mid-load students were defined as those enrolled for 6 to just under 12 units. About half attended day classes only, and most took 6- or 9-unit loads (8 average) generating about 10 WSCH. Most mid-load students stated transfer as their goal upon admission (60%), and only about 10% stated they already had college degrees. This group had the lowest percentage of students undecided as to their field of interest on admission, and while most opted for business-related majors (as in the other unit-load categories), the greatest interest in health-related fields was found in this group. There was a higher proportion of blacks and Hispanics and a lower proportion of Asians compared to the proportions of the general student body. Mid-load students averaged 26 years of age, and about 54% were female.

Full-time Students

Full time students, those who took 12 units or more, averaged 14 units and 18 WSCH, attending primarily day classes only, with a large proportion (23%) attending both day and evening classes. Most (85%) were either new students or continuing from the previous semester. Full-time students were somewhat less interested than others in business- and health-related fields on admission, and a slightly higher proportion chose engineering as their major. Three-quarters of the full-time students indicated transfer as their goal, the highest of the three groups. Few full-time students already held college degrees, and 27% had completed no college units prior to admission. There was a higher proportion of Asians, blacks, and foreign students, and a lower proportion of whites in the full-time group than found in the overall student body. Full-time students were the only group in which there were more men (52.9%) than women, and the group's average age was the youngest at 22 years.

IMPLICATIONS FOR PLANNING

Since their beginning in the early part of this century, community colleges primarily have been planned to serve a young, full-time student population. While community colleges have provided adult education and community service activities for a number of years, the primary focus has remained on education for recent high school graduates—either those taking the first two years of undergraduate education in preparation for transfer to a baccalaureate institution, or those seeking occupational training for an earlier entry into the workforce. Faculty staffing patterns, semester-length courses, and the times and places courses are offered all still reflect a bias toward providing education for younger, predominantly full-time students who account for only a quarter of the students community colleges now serve.

As is the case in other community college districts statewide, the Los Rios student body is now composed primarily of older students who do not take full-time loads. The argument has been made in the past that planning to serve full-time, younger students was of primary importance since these students produced the majority of WSCH—the base for our funding—but that is no longer the case. Instead, those students who do not take full-time loads now produce the majority of the district's WSCH and their needs should be of at least equal concern to those planning programs and services in our colleges and outreach centers.

With an estimated 70% of our students working while they attend our colleges (Renkiewicz p.29, Sheldon p.3-14), offering afternoon, evening, and weekend courses that can be fit into a standard work schedule may make the difference as to whether those working students can enroll in desired courses, complete a sequence of courses, or finish a full program. In the 1984 telephone survey of Los Rios' nonreturning black students, the primary reasons given for not reenrolling were job-related, often having to do with a conflict between job hours and class schedules. Historically, late afternoon classes have not filled well during registration, but those planning programs to appeal to our student clientele may wish to consider expanding the evening and weekend offerings. It should be possible to pursue and complete many of our programs on an evening-only enrollment basis, since that may be the only time many of our part-time, working students can enroll.

In addition to offering programs that can be completed entirely in the evenings, faculty and administration at the colleges may wish to experiment with courses offered on an intensive, one-month-long basis. Several private universities have had notable success in attracting working adults to programs that consist of a series of intensive one-month courses. Working adults can often plan more easily around a one-month course than around one that lasts eighteen weeks, and proponents argue that retention and program completion are enhanced. With the expansion of the district's outreach services to business and industry, flexible scheduling of courses and programs may substantially increase the enrollment and retention of older, working students in our colleges. This is particularly important since recent high school graduation projections indicate that our students under 21 years of age—about one-third of the student body and mostly full-time students—will enjoy a increase in their numbers only until 1989, then decrease until 1992 and not return to their 1978 numbers until the 1997-98 school year (CPEC, p.135).

Working students taking light and medium loads generally make less use of student services such as counseling and assessment than do younger, full-time students. However, with the move toward a statewide program of assessment and

placement in the community colleges and mandatory course prerequisites, the availability of assessment and counseling services in the evenings and on weekends may become an important issue. For those students served in outreach centers, the ability to take assessment tests and receive counseling—at the outreach site—as to proper placement may determine whether they can stay enrolled. While it is not yet clear whether students taking only one course per semester would need to be assessed, most assessment options now under discussion would at leaset require those taking mid-range or full-time loads to do so. The extent to which our working, part-time students need or want other student services is a question that should be answered, particularly as this portion of our student clientele continues to grow.

It has been said that planning is more the ability to cope with change than it is the power to foresee change. Los Rios has been recognized as a leader in planning for change. Expanding our planning for instruction, student services, facilities, and budget to include a serious assessment of the effects of the shift in our student clientele toward a majority of part-time, older, and working students will enable us to continue to serve students of all ages and academic intentions with the level of quality for which Los Rios is known.

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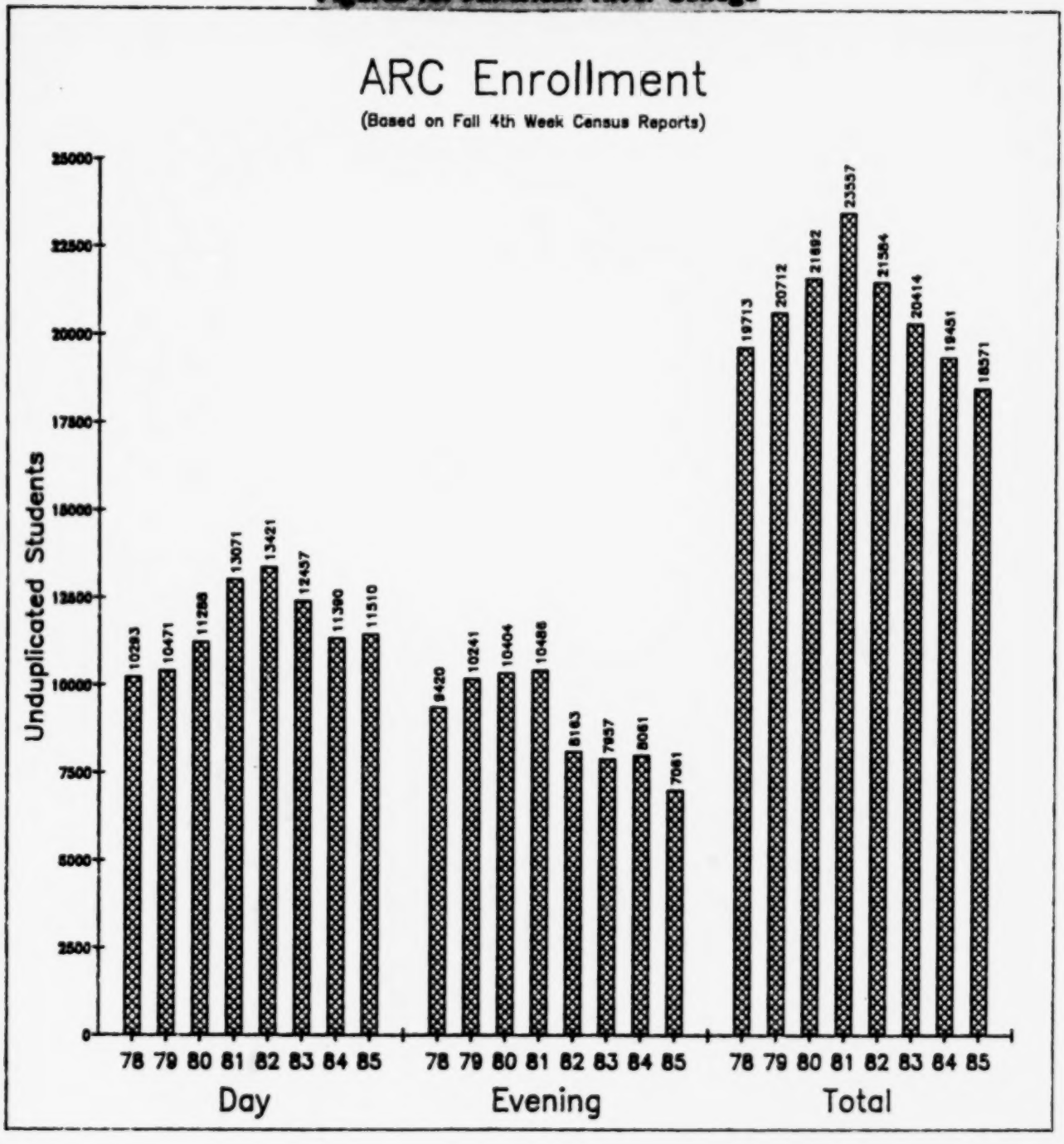
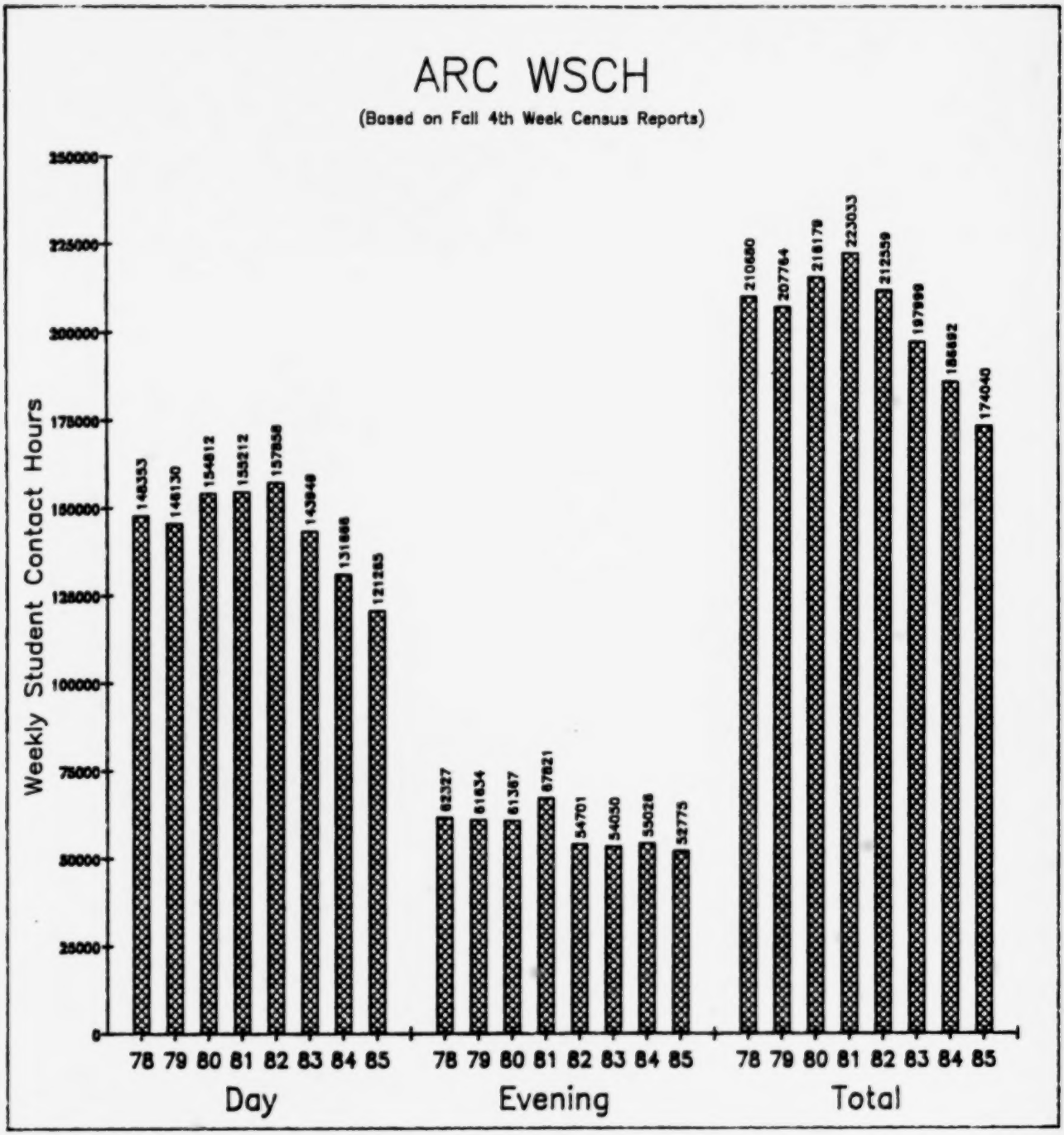
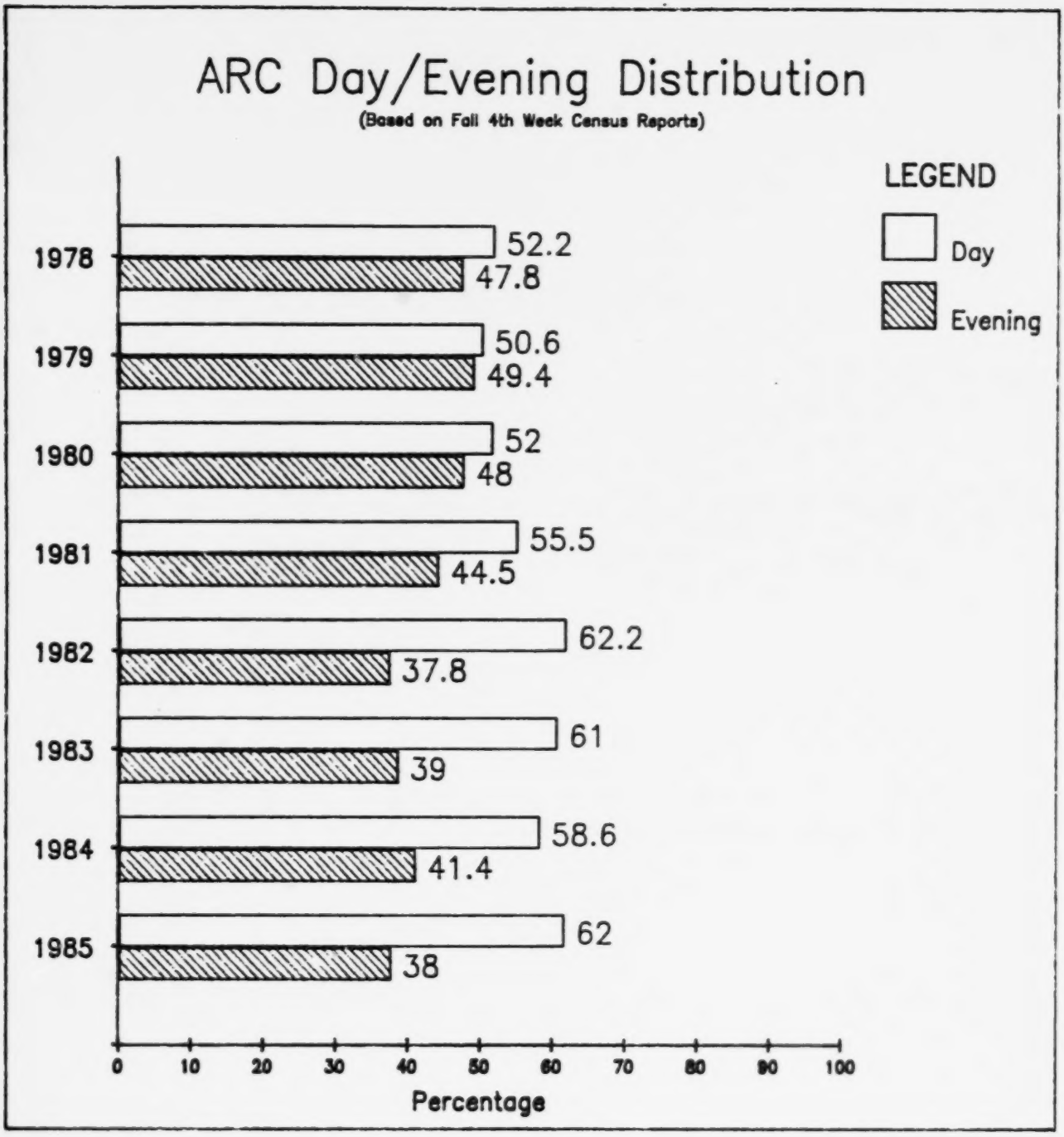
Sheldon, M. Stephen. Statewide Longitudinal Study: 1978-1981 Final Report. Sacramento, CA: California Community Colleges Chancellor's Office. 1982.

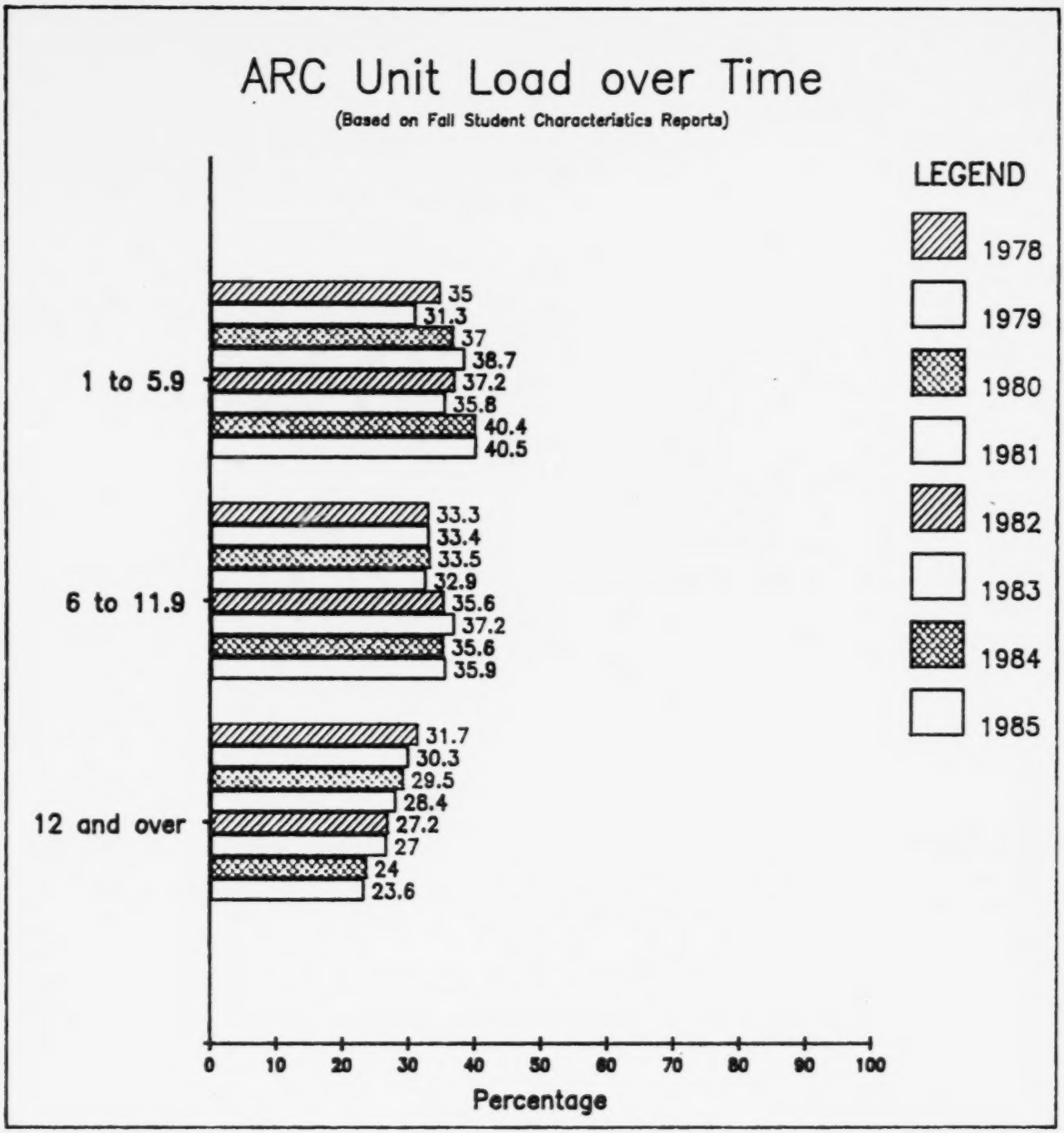
Appendix A:

Figures for American River College




ARC WSCH
(Based on Fall 4th Week Census Reports)
Weekly Student Contact Hours
250000
225000
200000
175000
150000
125000
100000
75000
50000
25000
0
146353
148130
154812
155212
157858
143848
131888
121285
62327
61834
61367
67821
54701
54050
55028
52775
210680
207764
218179
223033
212559
197999
186882
174040
78 79 80 81 82 83 84 85
Day
78 79 80 81 82 83 84 85
Evening
78 79 80 81 82 83 84 85
Total

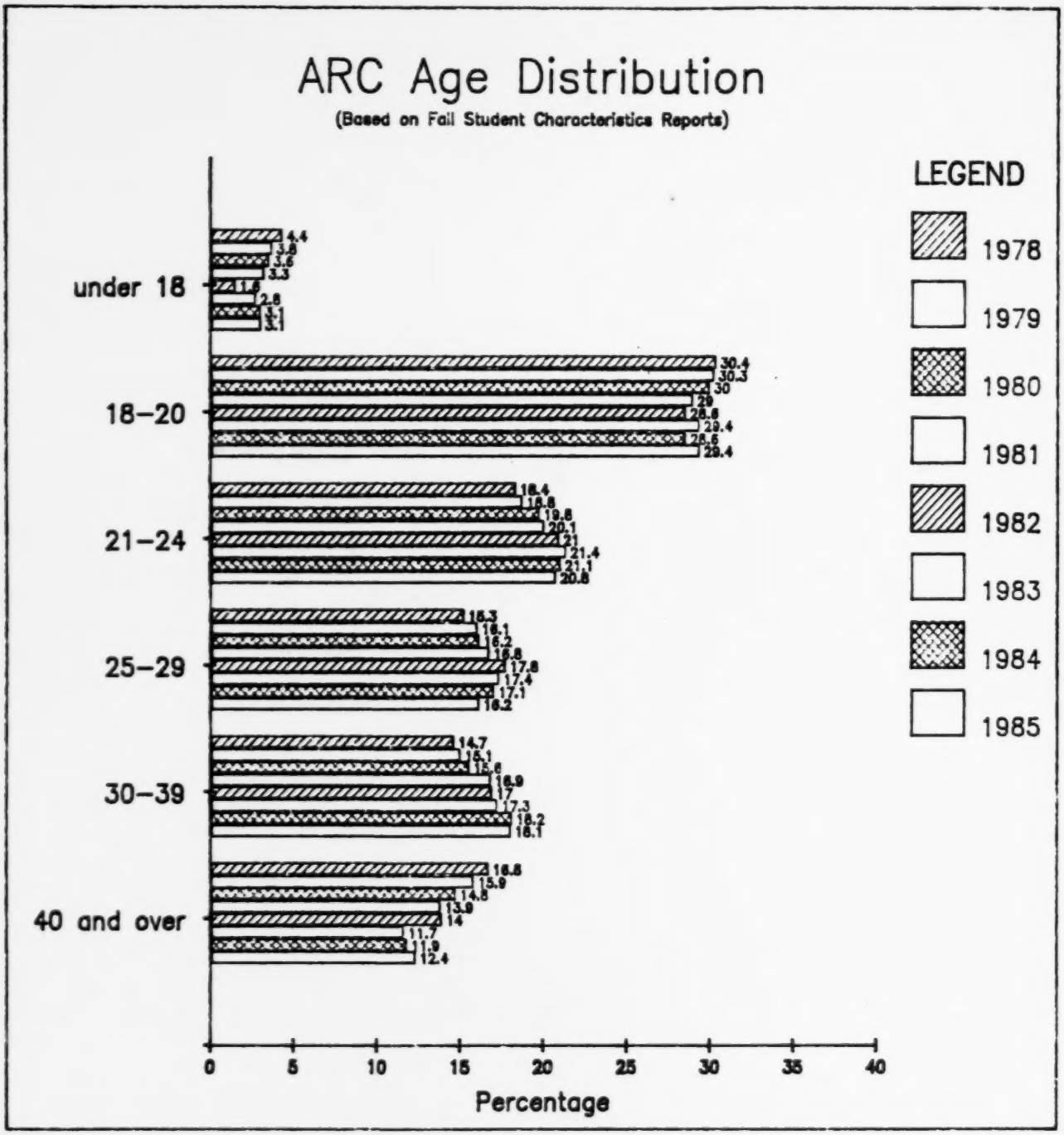

ARC Day/Evening Distribution
(Based on Fall 4th Week Census Reports)
LEGEND
Day
Evening
1978
52.2
47.8
1979
50.6
49.4
1980
52
48
1981
55.5
44.5
1982
62.2
37.8
1983
61
39
1984
58.6
41.4
1985
62
38
0
10
20
30
40
50
60
70
80
90
100
Percentage

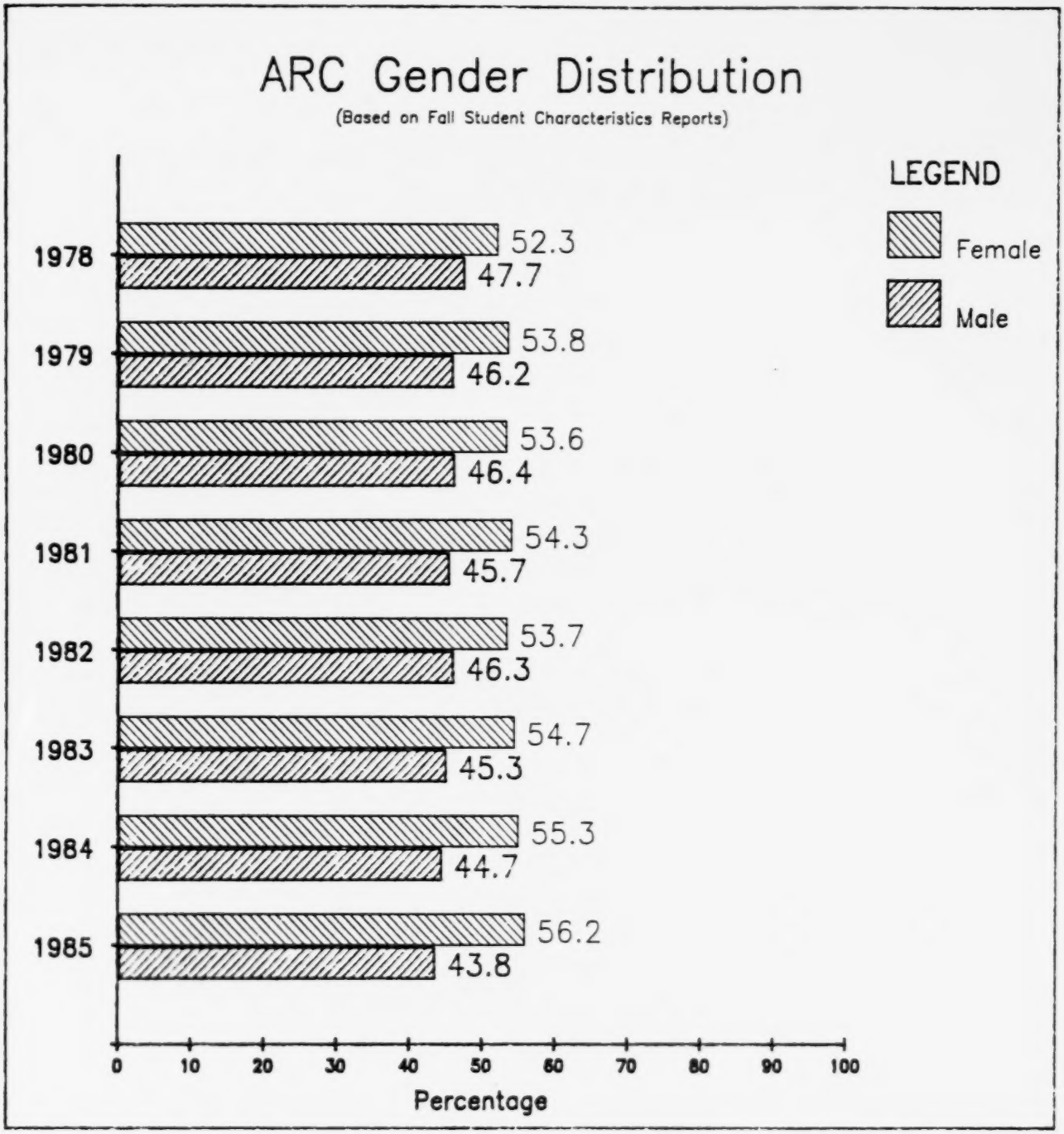

ARC Unit Load over Time
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1 to 5.9
35
31.3
37
38.7
37.2
35.8
40.4
40.5
6 to 11.9
33.3
33.4
33.5
32.9
35.6
37.2
35.6
35.9
12 and over
31.7
30.3
29.5
28.4
27.2
27
24
23.6
0
10
20
30
40
50
60
70
80
90
100
Percentage

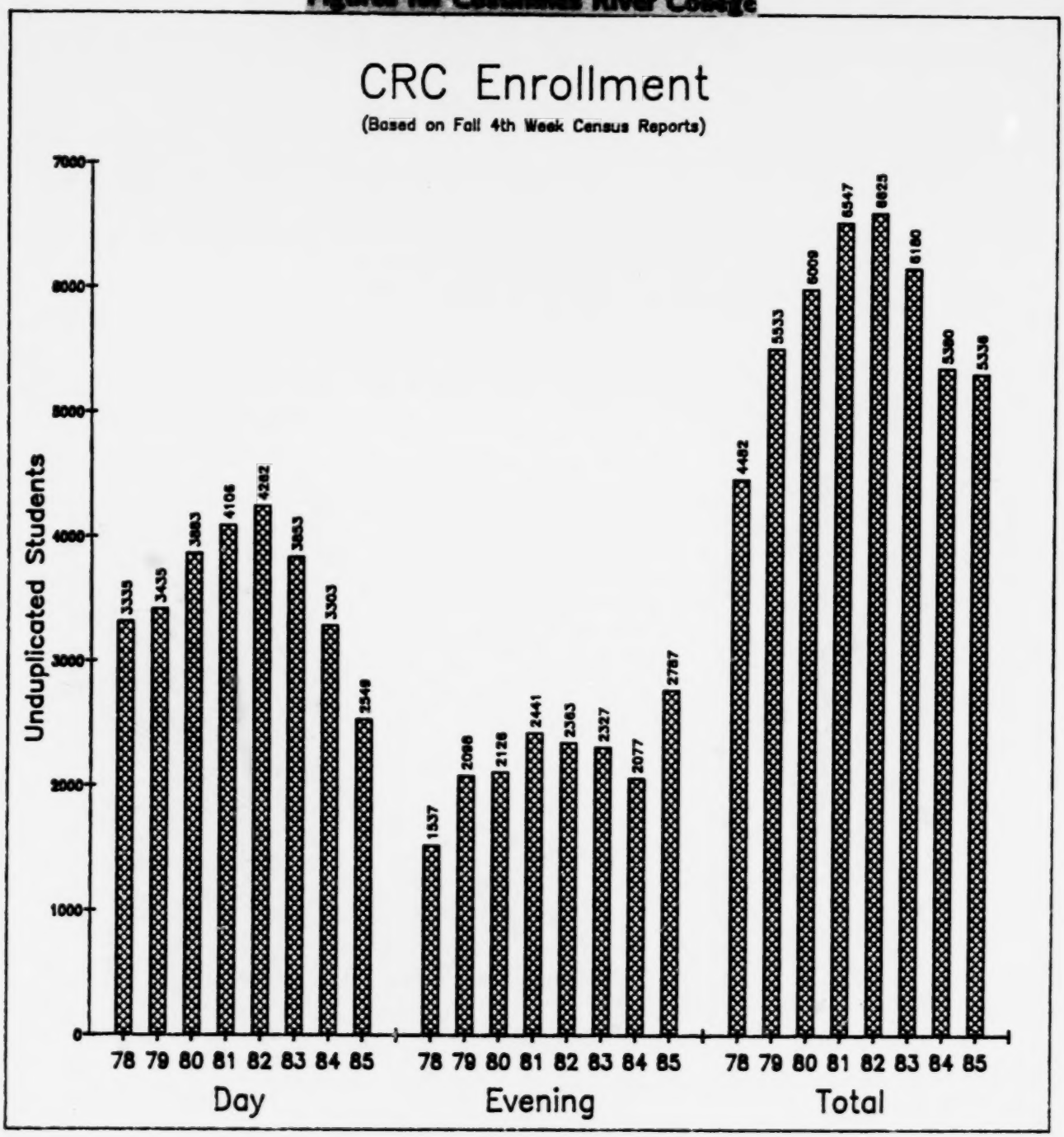
ARC Ethnicity
(Based on Fall Student Characteristics Reports)

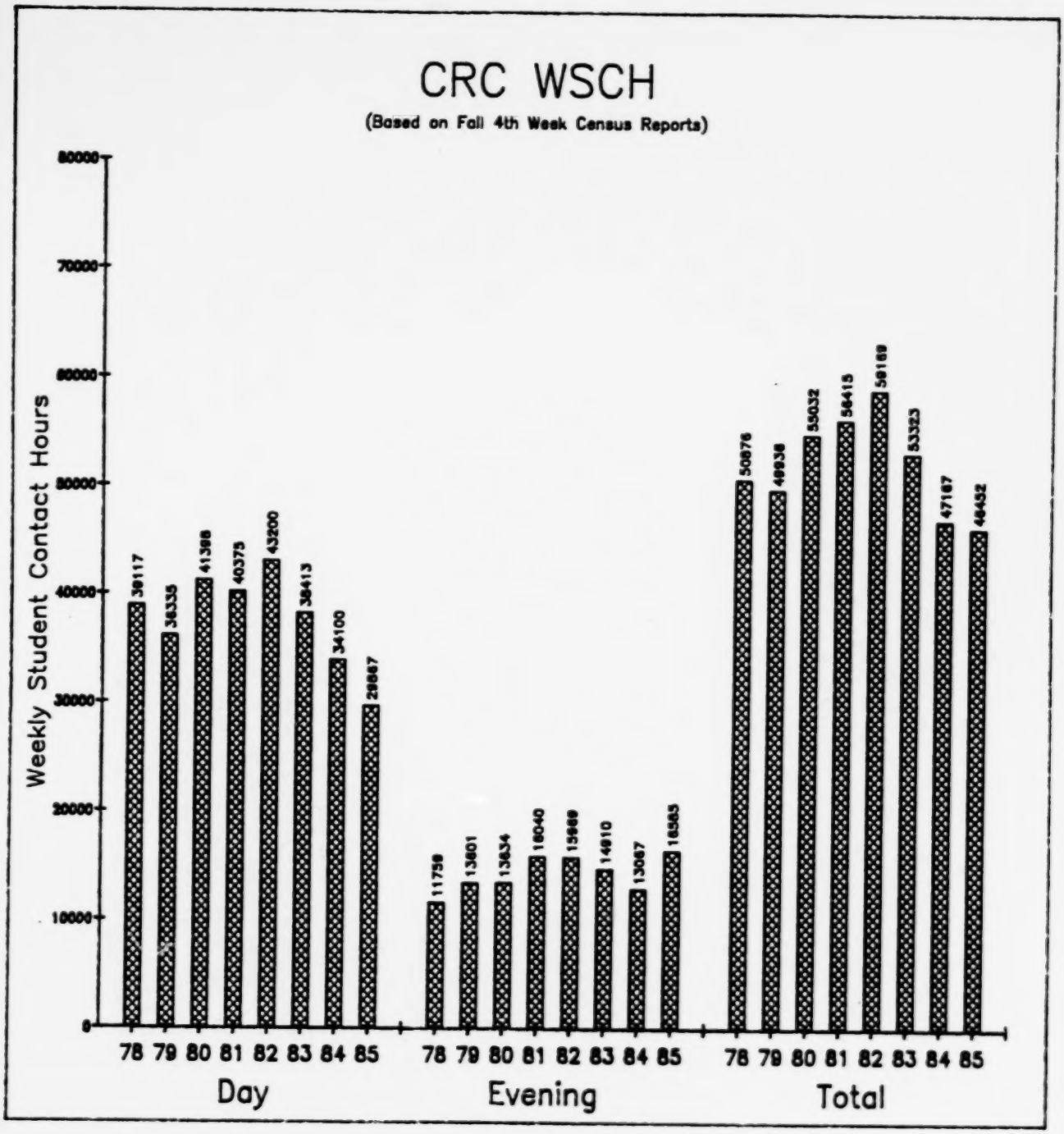
	1978	1979	1980	'80 Fed Census	1981	1982	1983	1984	1985	84-85 diff.
White	15200	15525	16363	410929	17497	16718	15207	14434	13447	-6.8%
	77.1%	76.7%	76.6%	83.7%	76.7%	76.3%	76.9%	77.1%	77.0%	
Black	1234	1377	1492	23689	1542	1553	1297	1100	915	-16.8%
	6.3%	6.8%	7.0%	4.8%	6.8%	7.1%	6.6%	5.9%	5.2%	
Hispanic	807	863	928	32747	1060	1016	926	935	912	-2.5%
(Note 1)	4.1%	4.3%	4.3%	6.7%	4.6%	4.6%	4.7%	5.0%	5.2%	
Asian	534	615	721	14614	839	693	914	961	1038	8.0%
	2.7%	3.0%	3.4%	3.0%	3.7%	3.2%	4.6%	5.1%	5.9%	
Am. Indian	260	313	298	6501	334	306	364	357	351	-1.7%
	1.3%	1.5%	1.4%	1.3%	1.5%	1.4%	1.8%	1.9%	2.0%	
Other	347	361	421	2328	450	442	465	503	450	-10.5%
	1.8%	1.8%	2.0%	0.5%	2.0%	2.0%	2.4%	2.7%	2.6%	
Not Coded	1331	1188	1138		1078	1195	612	430	355	-17.4%
(Note 2)	6.8%	5.9%	5.3%		4.7%	5.5%	3.1%	2.3%	2.0%	
	19713	20242	21361	490808	22800	21923	19785	18720	17468	-6.7%

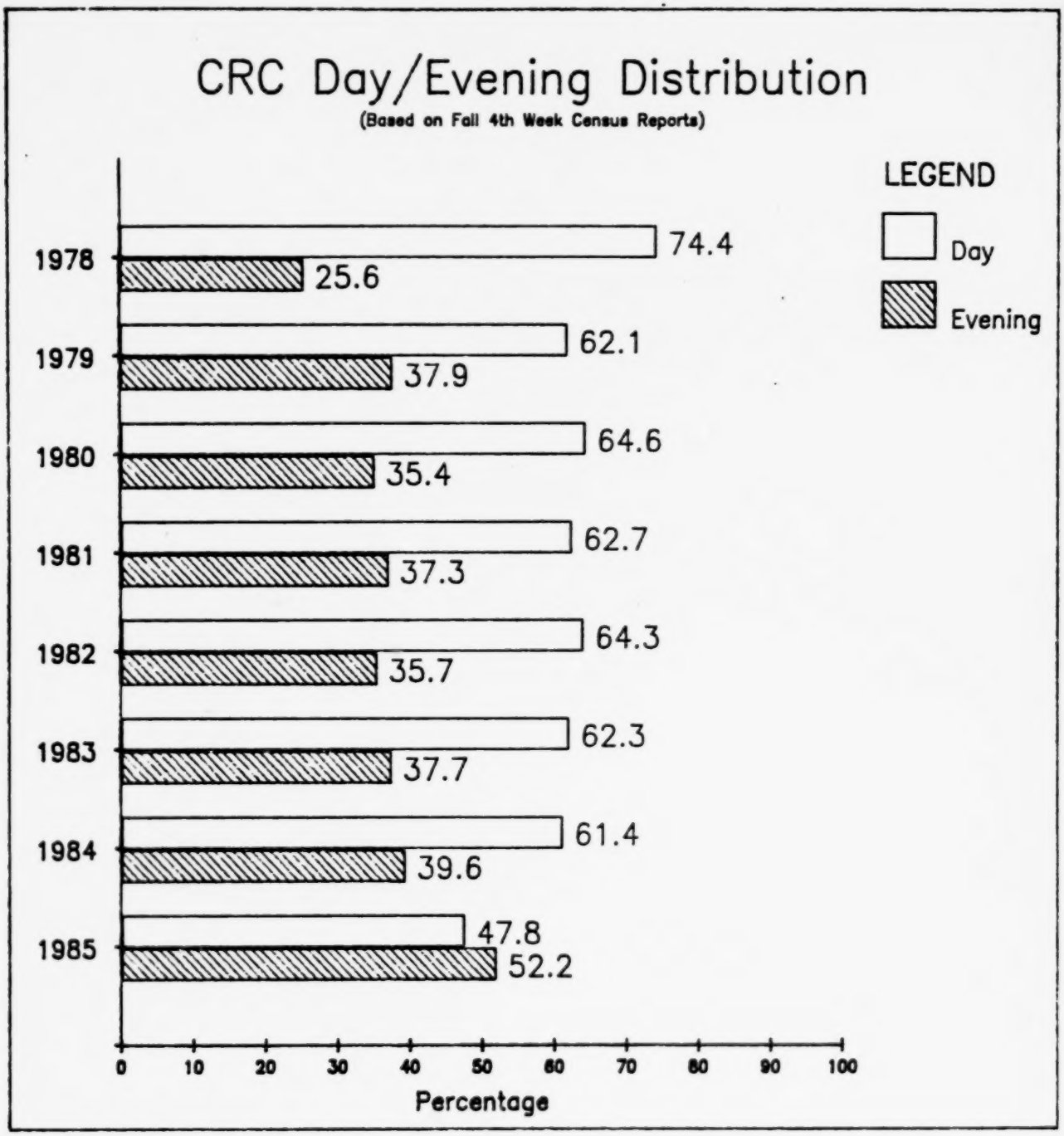
Note 1: Federal Census definition of "Spanish Origin" not comparable to other ethnic definitions.
Note 2: Federal Census combines Other and Not Coded.

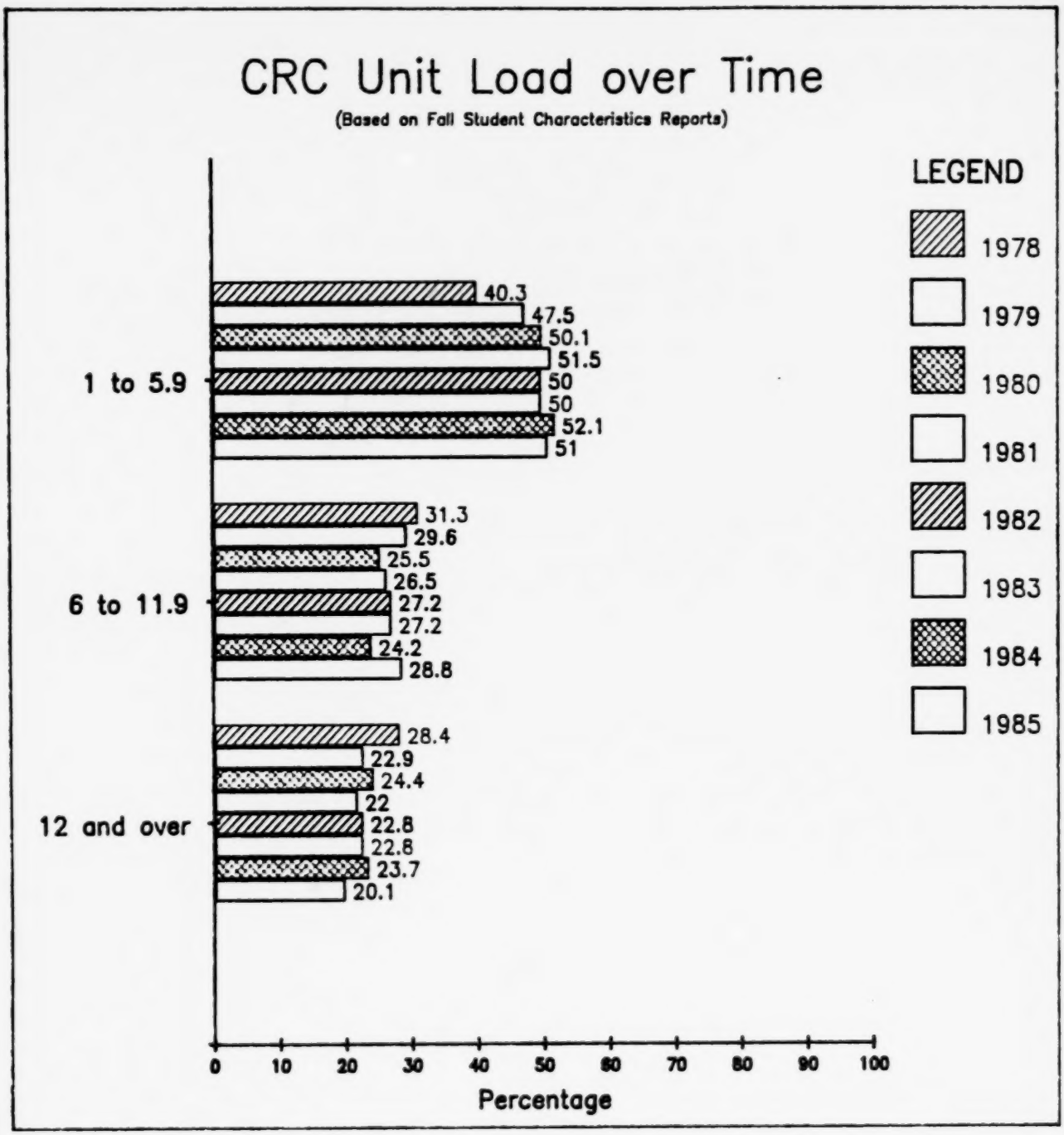

ARC Age Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
under 18
4.4
3.8
3.6
3.3
2.8
3.1
3.1
18–20
30.4
30.3
30
29
28.8
29.4
28.6
29.4
21–24
18.4
18.8
19.8
20.1
21
21.4
21.1
20.8
25–29
16.3
16.1
16.2
16.8
17.8
17.4
17.1
16.2
30–39
14.7
15.1
15.6
16.9
17
17.3
18.2
18.1
40 and over
16.8
15.9
14.8
13.9
14
11.7
11.9
12.4
0
5
10
15
20
25
30
35
40
Percentage


ARC Gender Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
Female
Male
1978
52.3
47.7
1979
53.8
46.2
1980
53.6
46.4
1981
54.3
45.7
1982
53.7
46.3
1983
54.7
45.3
1984
55.3
44.7
1985
56.2
43.8
0
10
20
30
40
50
60
70
80
90
100
Percentage


CRC Enrollment
(Based on Fall 4th Week Census Reports)
Unduplicated Students
7000
6000
5000
4000
3000
2000
1000
0
3335
3435
3883
4106
4282
3853
3303
2548
1537
2098
2128
2441
2363
2327
2077
2787
4482
5533
6009
6547
6825
6180
5380
5338
78 79 80 81 82 83 84 85
Day
78 79 80 81 82 83 84 85
Evening
78 79 80 81 82 83 84 85
Total


CRC WSCH
(Based on Fall 4th Week Census Reports)
Weekly Student Contact Hours
80000
70000
60000
50000
40000
30000
20000
10000
0
39117
36335
41308
40375
43200
38413
34100
29867
11758
13601
13634
16040
15989
14610
13067
16585
50876
49938
55032
58415
58189
53323
47187
46452
78 79 80 81 82 83 84 85
Day
78 79 80 81 82 83 84 85
Evening
78 79 80 81 82 83 84 85
Total

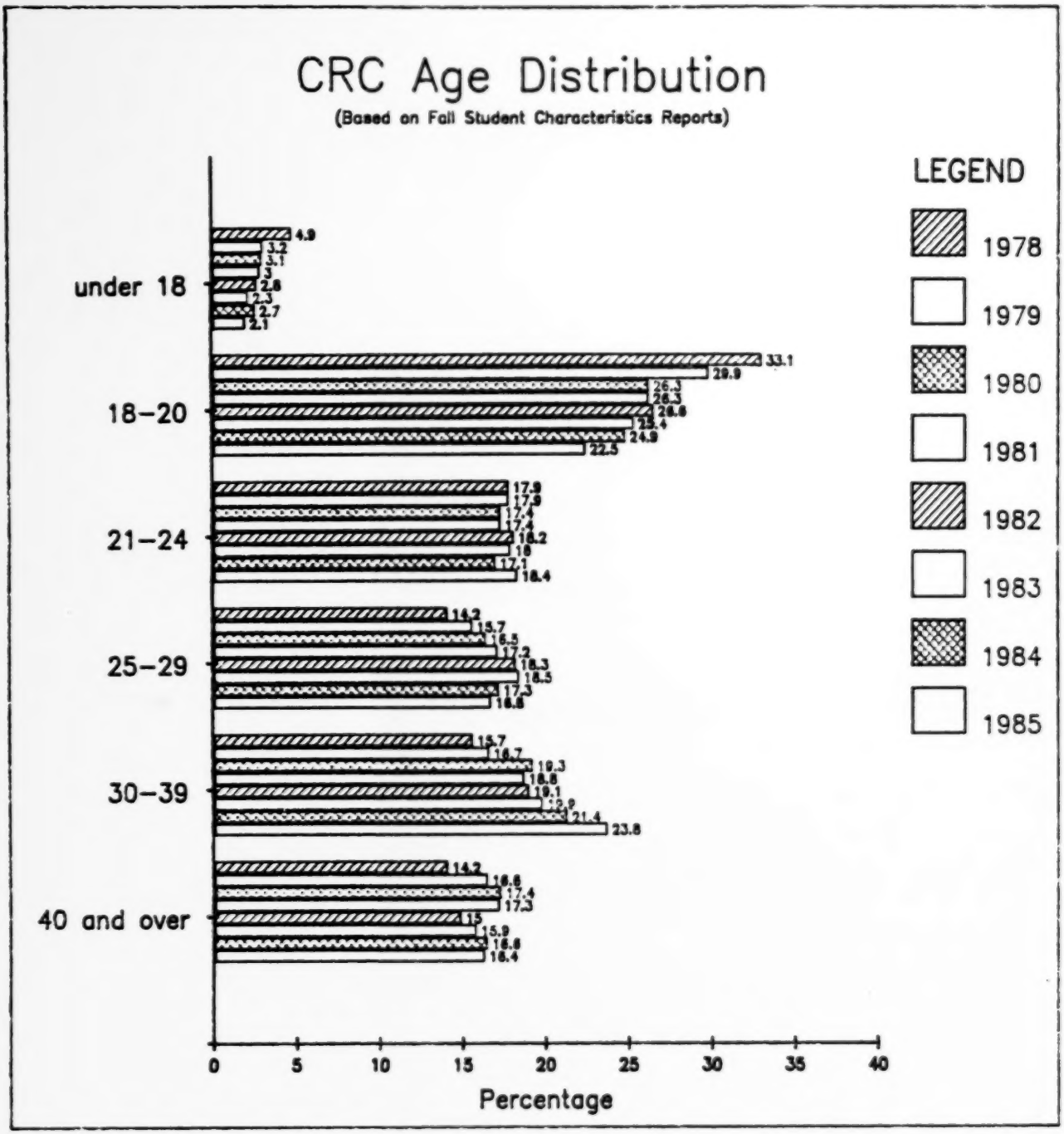

CRC Day/Evening Distribution
(Based on Fall 4th Week Census Reports)
LEGEND
Day
Evening
1978
74.4
25.6
1979
62.1
37.9
1980
64.6
35.4
1981
62.7
37.3
1982
64.3
35.7
1983
62.3
37.7
1984
61.4
39.6
1985
47.8
52.2
0
10
20
30
40
50
60
70
80
90
100
Percentage

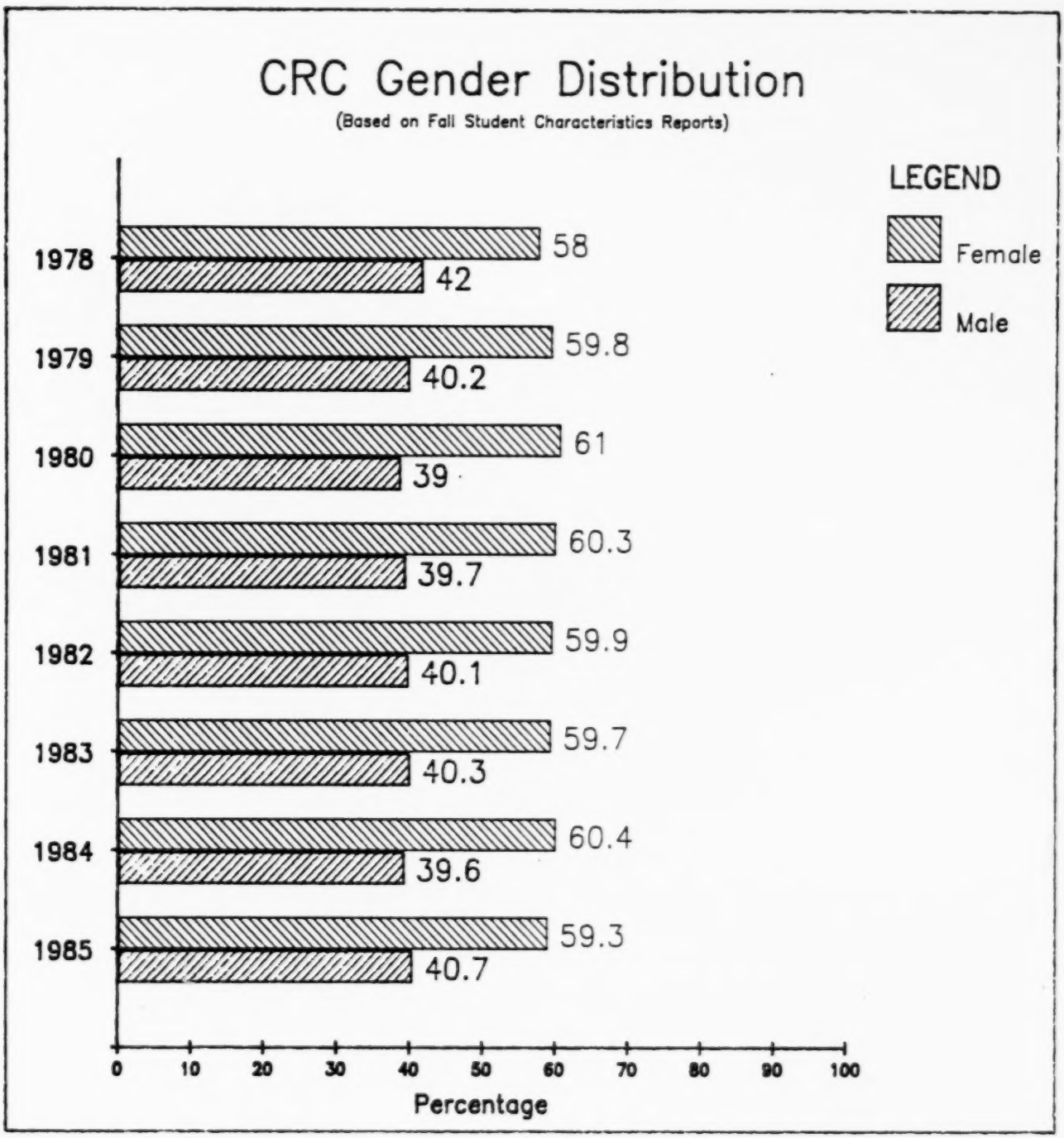

CRC Unit Load over Time
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1 to 5.9
40.3
47.5
50.1
51.5
50
50
52.1
51
6 to 11.9
31.3
29.6
25.5
26.5
27.2
27.2
24.2
28.8
12 and over
28.4
22.9
24.4
22
22.8
22.8
23.7
20.1
0
10
20
30
40
50
60
70
80
90
100
Percentage

CRC Ethnicity
(Based on Fall Student Characteristics Reports)

	1978	1979	1980	'80 Fed Census	1981	1982	1983	1984	1985	84-85 diff.
White	3179	3493	3769	55354	4172	4133	3777	3346	3372	0.8%
	65.3%	64.9%	64.5%	72.1%	64.7%	62.4%	61.9%	63.1%	64.0%	
Black	614	648	730	6839	848	953	904	716	694	-3.1%
	12.6%	12.0%	12.5%	8.9%	13.2%	14.4%	14.8%	13.5%	13.2%	
Hispanic	312	407	398	8646	487	546	490	451	420	-6.9%
(Note 1)	6.4%	7.6%	6.8%	11.3%	7.6%	8.2%	8.0%	8.5%	8.0%	
Asian	356	402	459	4553	473	504	488	436	456	4.6%
	7.3%	7.5%	7.9%	5.9%	7.3%	7.6%	8.0%	8.2%	8.7%	
Am. Indian	64	89	90	1016	92	100	115	91	98	7.7%
	1.3%	1.7%	1.5%	1.3%	1.4%	1.5%	1.9%	1.7%	1.9%	
Other	123	129	156	385	119	151	166	142	127	-10.6%
	2.5%	2.4%	2.7%	0.5%	1.8%	2.3%	2.7%	2.7%	2.4%	
Not Coded	224	210	240		255	238	165	121	99	-18.2%
(Note 2)	4.6%	3.9%	4.1%		4.0%	3.6%	2.7%	2.3%	1.9%	
	4872	5378	5842	76793	6446	6625	6105	5303	5266	-0.7%

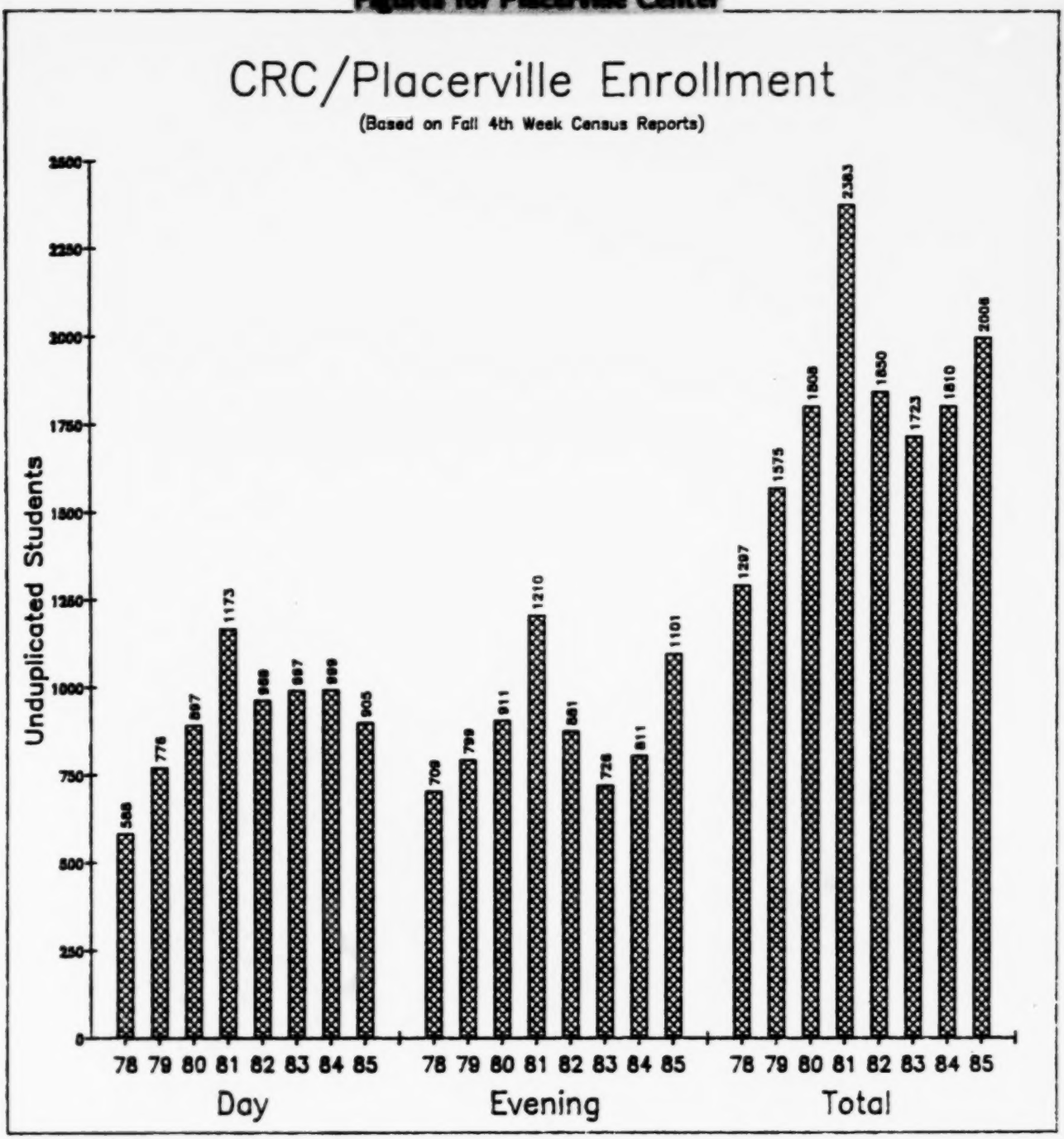
Note 1: Federal Census definition of "Spanish Origin" not comparable to other ethnic definitions.
Note 2: Federal Census combines Other and Not Coded.

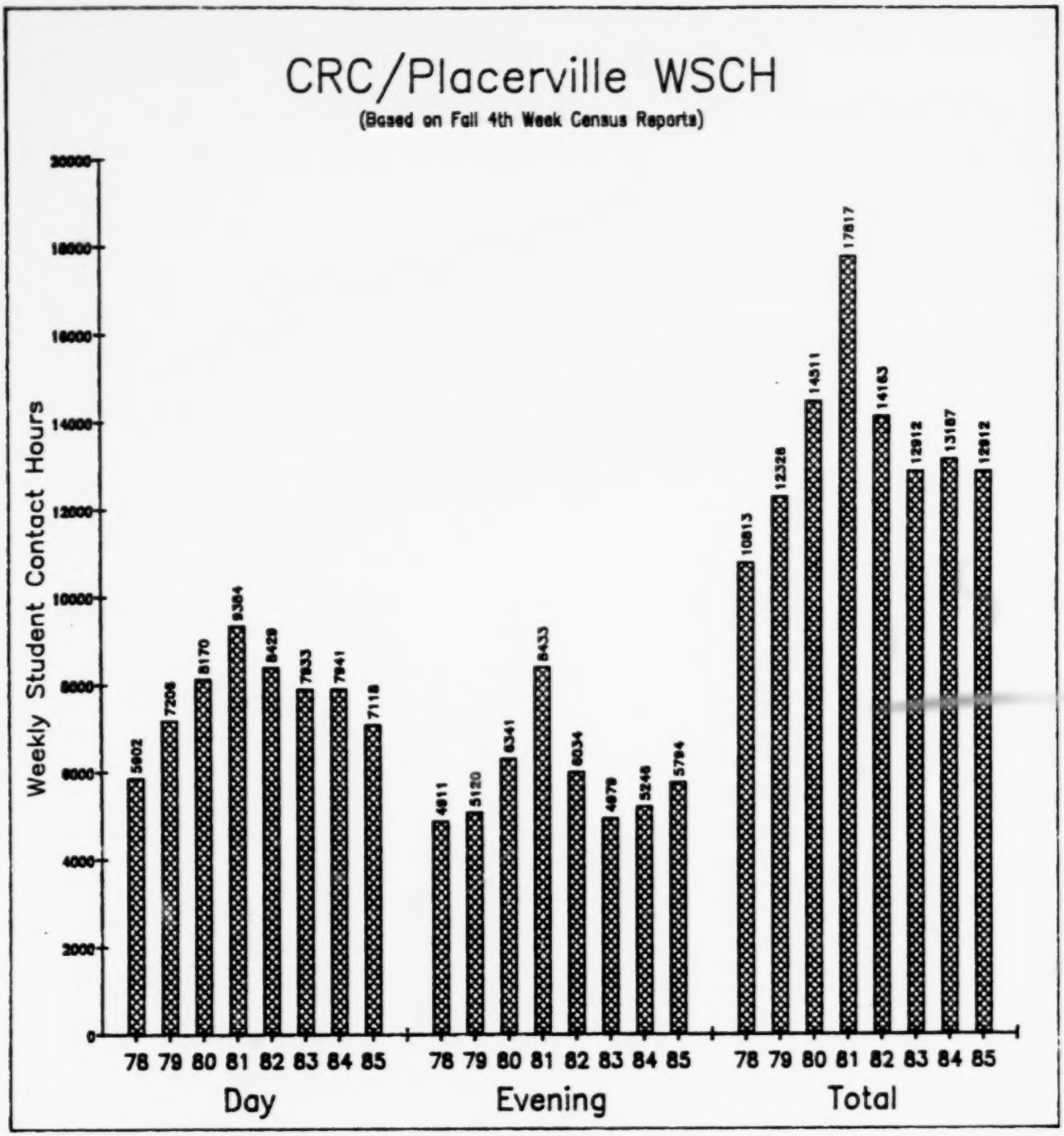

CRC Age Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
under 18
18–20
21–24
25–29
30–39
40 and over
4.9
3.2
3.1
3
2.8
2.3
2.7
2.1
33.1
29.9
26.3
26.3
26.6
25.4
24.9
22.5
17.9
17.9
17.4
17.4
18.2
18
17.1
18.4
14.2
15.7
16.5
17.2
18.3
18.5
17.3
16.8
15.7
16.7
19.3
18.8
19.1
20.9
21.4
23.8
14.2
16.6
17.4
17.3
15
15.9
16.8
16.4
0
5
10
15
20
25
30
35
40
Percentage

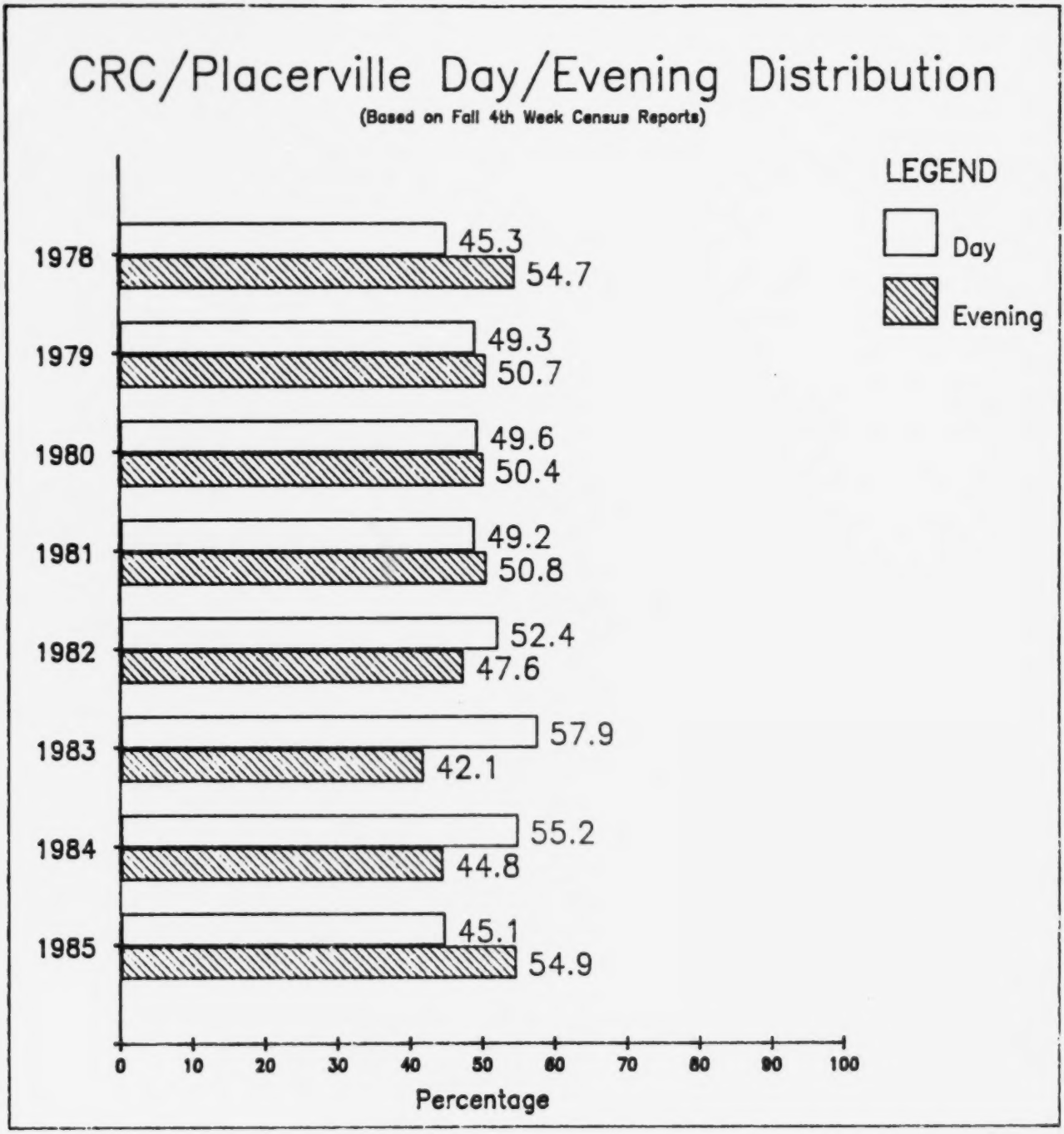

CRC Gender Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
Female
Male
1978
58
42
1979
59.8
40.2
1980
61
39
1981
60.3
39.7
1982
59.9
40.1
1983
59.7
40.3
1984
60.4
39.6
1985
59.3
40.7
0
10
20
30
40
50
60
70
80
90
100
Percentage

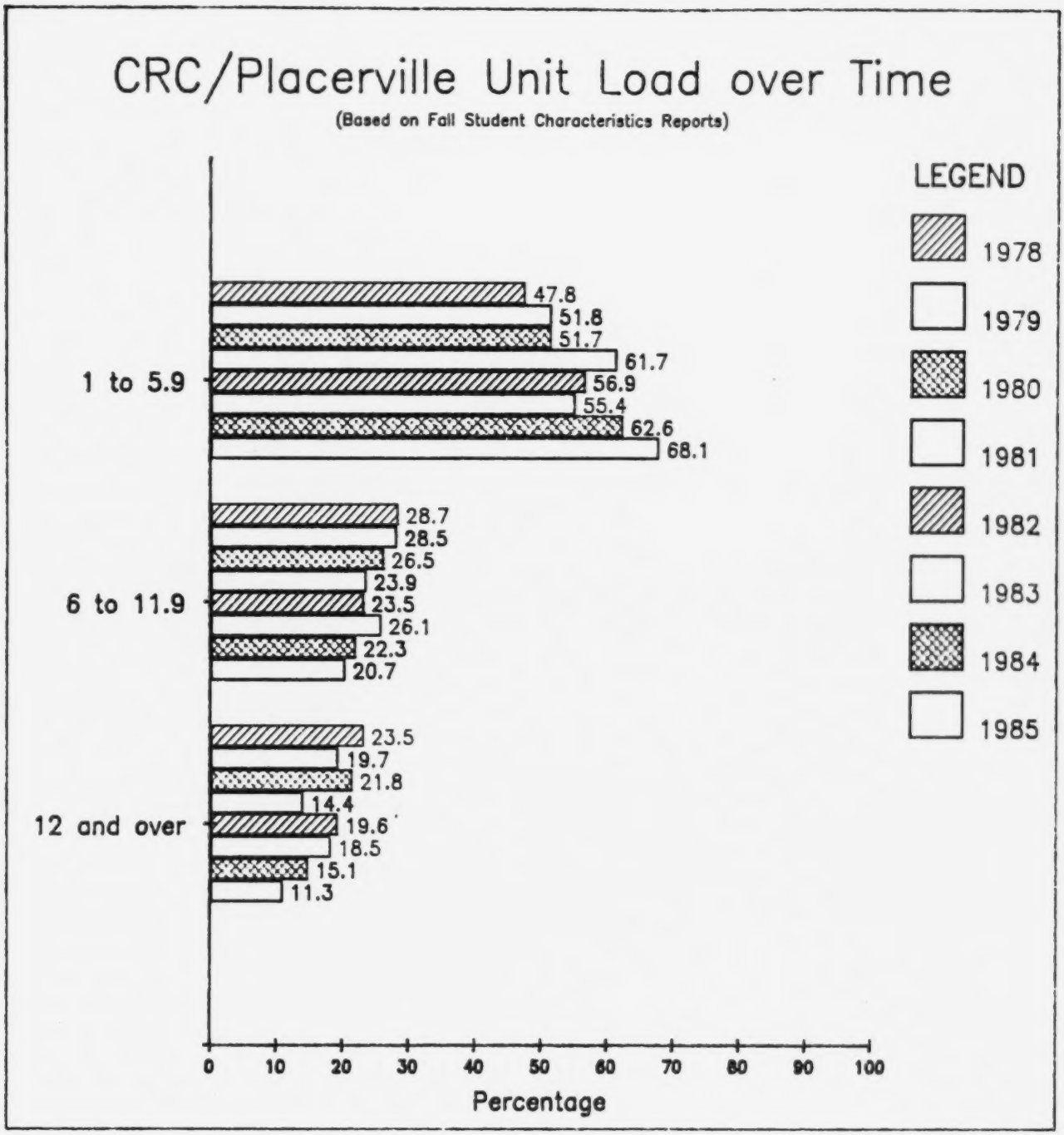
[redacted]

Figures for Placerville Center




CRC/Placerville WSCH
(Based on Fall 4th Week Census Reports)
Weekly Student Contact Hours
20000
18000
16000
14000
12000
10000
8000
6000
4000
2000
0
5802
7206
8170
9384
8429
7933
7941
7118
4911
5120
6341
8433
6034
4978
5248
5784
10813
12328
14511
17617
14163
12912
13167
12912
78 79 80 81 82 83 84 85
78 79 80 81 82 83 84 85
78 79 80 81 82 83 84 85
Day
Evening
Total

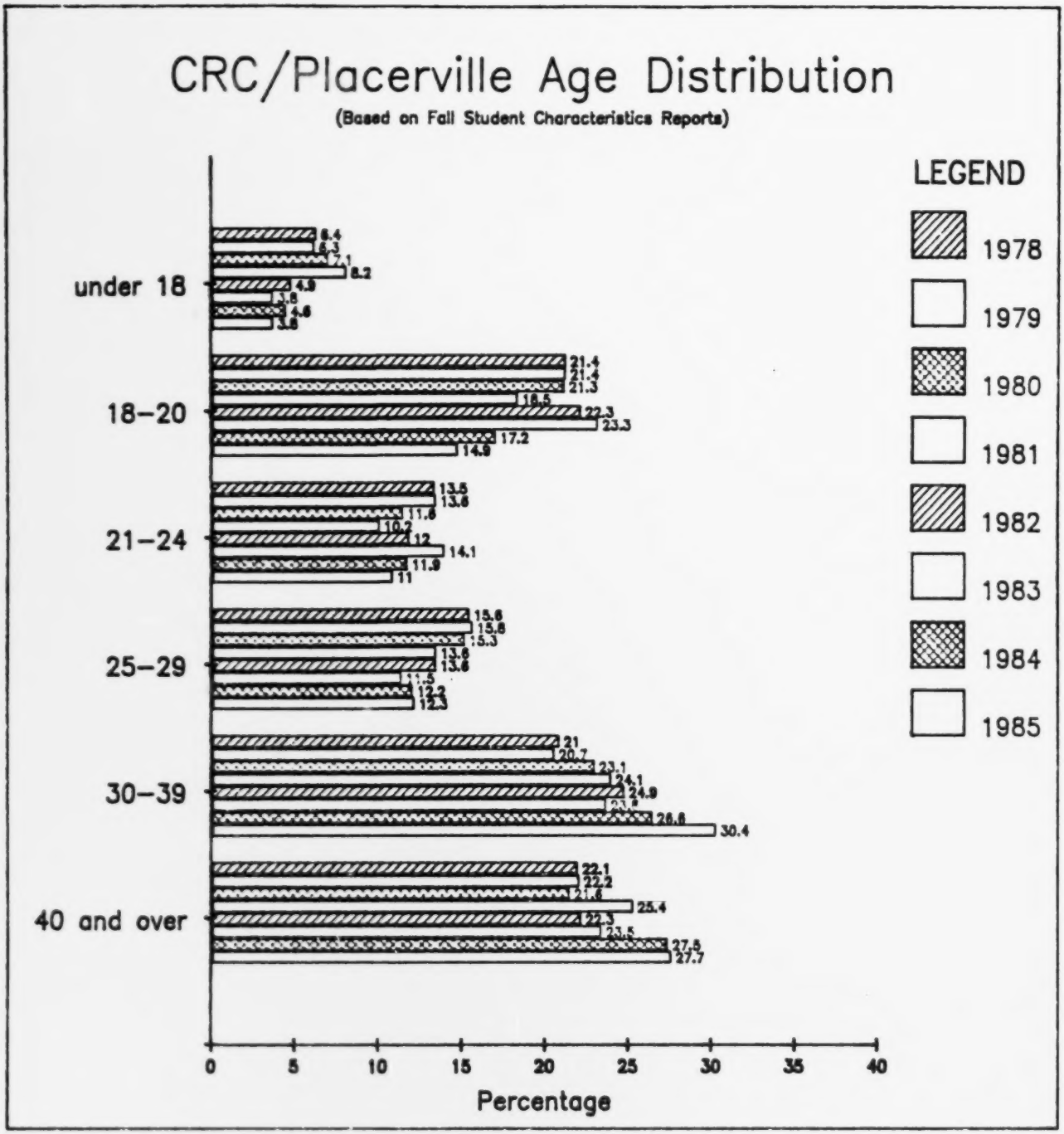

CRC/Placerville Day/Evening Distribution
(Based on Fall 4th Week Census Reports)
LEGEND
Day
Evening
1978
45.3
54.7
1979
49.3
50.7
1980
49.6
50.4
1981
49.2
50.8
1982
52.4
47.6
1983
57.9
42.1
1984
55.2
44.8
1985
45.1
54.9
0
10
20
30
40
50
60
70
80
90
100
Percentage

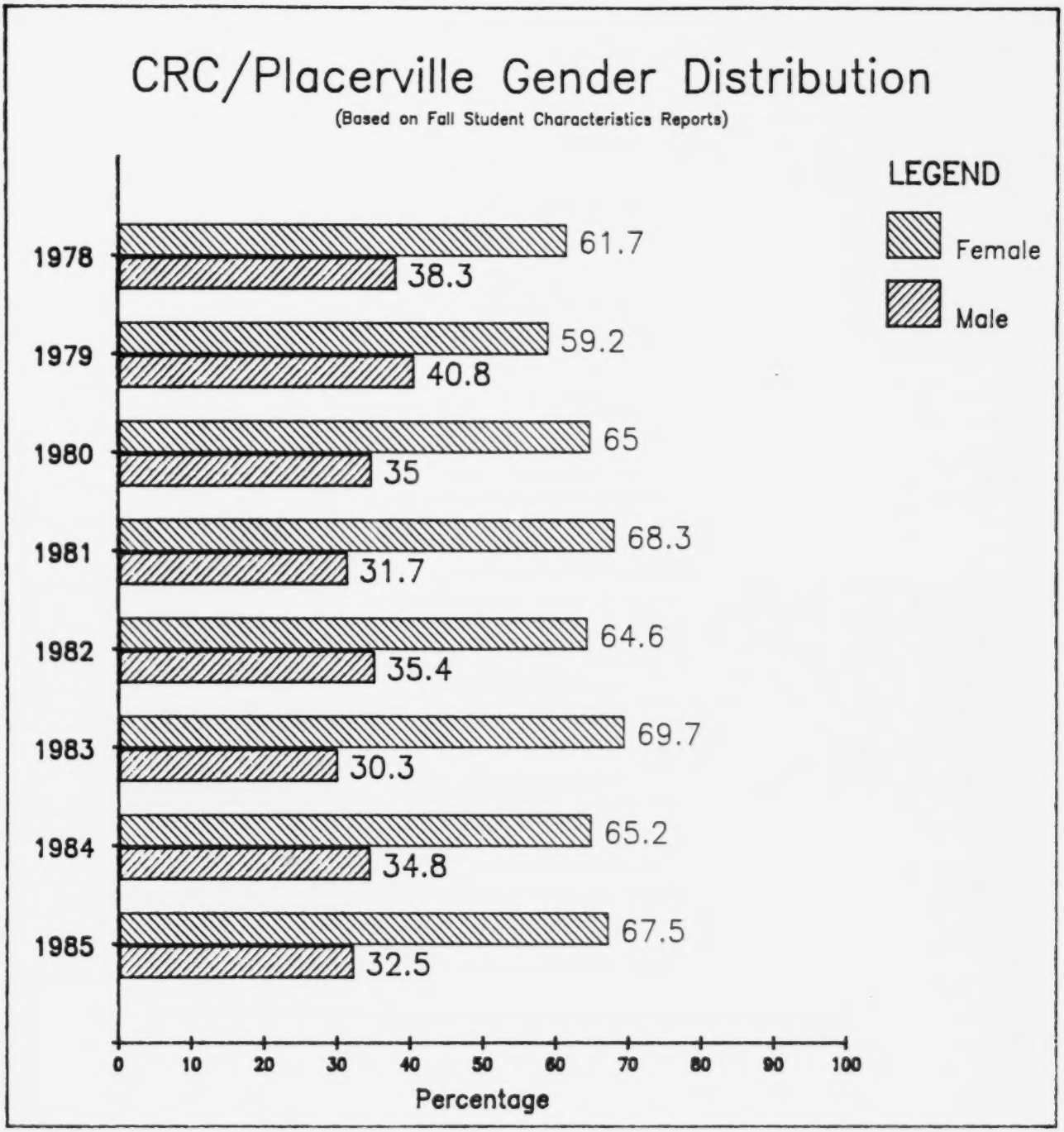

CRC/Placerville Unit Load over Time
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1 to 5.9
47.8
51.8
51.7
61.7
56.9
55.4
62.6
68.1
6 to 11.9
28.7
28.5
26.5
23.9
23.5
26.1
22.3
20.7
12 and over
23.5
19.7
21.8
14.4
19.6
18.5
15.1
11.3
0
10
20
30
40
50
60
70
80
90
100
Percentage

CRC/Placerville Ethnicity
(Based on Fall Student Characteristics Reports)

	1978	1979	1980	'80 Fed Census	1981	1982	1983	1984	1985	84-85 diff.
White	834 64.3%	1222 80.7%	1519 84.5%	55126 94.4%	1902 84.0%	1613 85.1%	1419 87.3%	1572 88.1%	1723 88.6%	9.6%
Black	7 0.5%	16 1.1%	21 1.2%	123 0.2%	19 0.8%	35 1.8%	8 0.5%	19 1.1%	11 0.6%	-42.1%
Hispanic (Note 1)	17 1.3%	38 2.5%	42 2.3%	2148 3.7%	68 3.0%	54 2.8%	52 3.2%	67 3.8%	63 3.2%	-6.0%
Asian	5 0.4%	8 0.5%	10 0.6%	302 0.5%	23 1.0%	12 0.6%	17 1.0%	15 0.8%	13 0.7%	-13.3%
Am. Indian	18 1.4%	8 0.5%	32 1.8%	550 0.9%	37 1.6%	38 2.0%	38 2.3%	43 2.4%	43 2.2%	0.0%
Other	19 1.5%	29 1.9%	21 1.2%	157 0.3%	45 2.0%	29 1.5%	29 1.8%	31 1.7%	27 1.4%	-12.9%
Not Coded (Note 2)	397 30.6%	193 12.7%	153 8.5%		170 7.5%	115 6.1%	62 3.8%	37 2.1%	65 3.3%	75.7%
	1297	1514	1798	58406	2264	1896	1625	1784	1945	9.0%

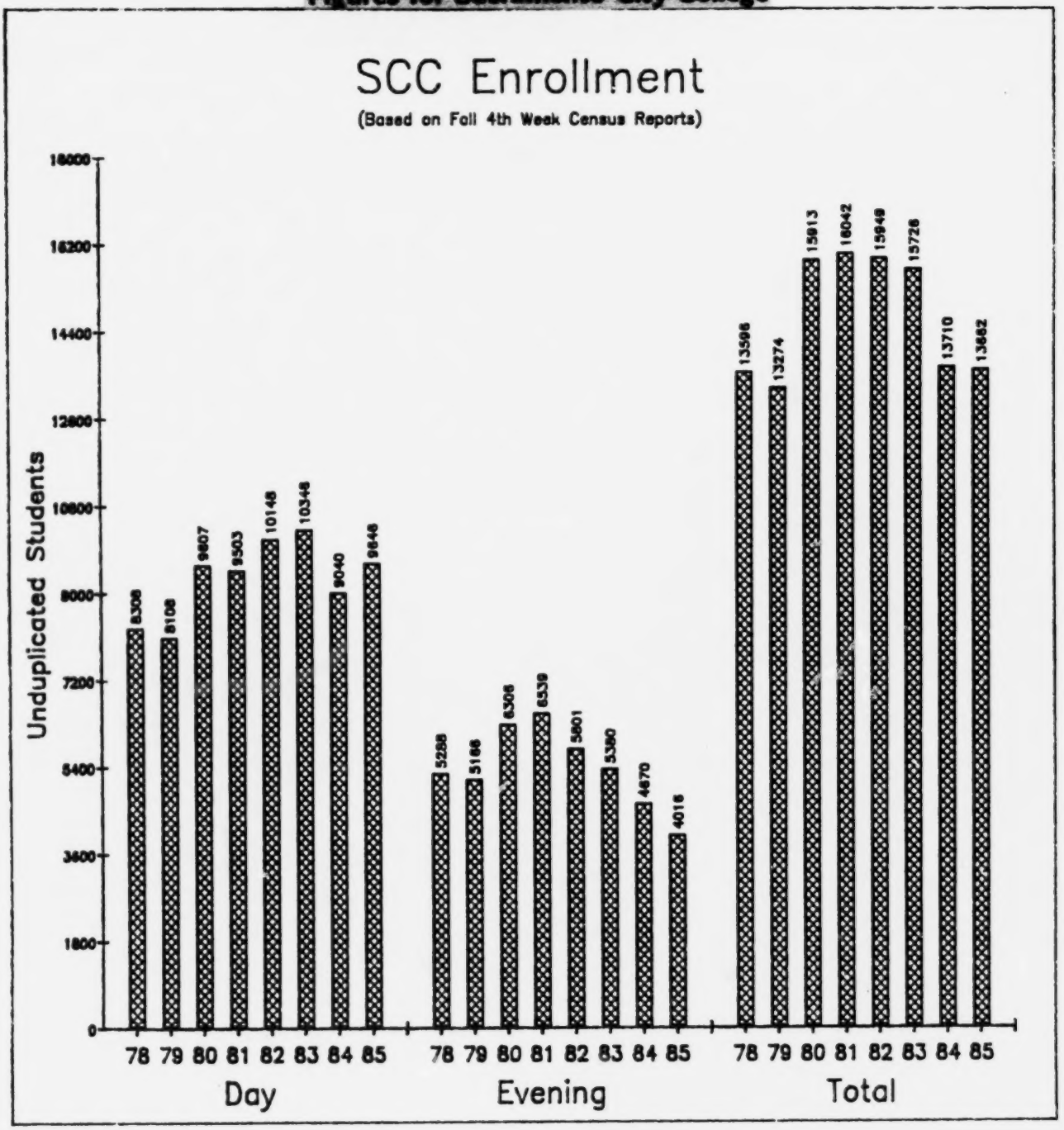
Note 1: Federal Census definition of "Spanish Origin" not comparable to other ethnic definitions.
Note 2: Federal Census combines Other and Not Coded.

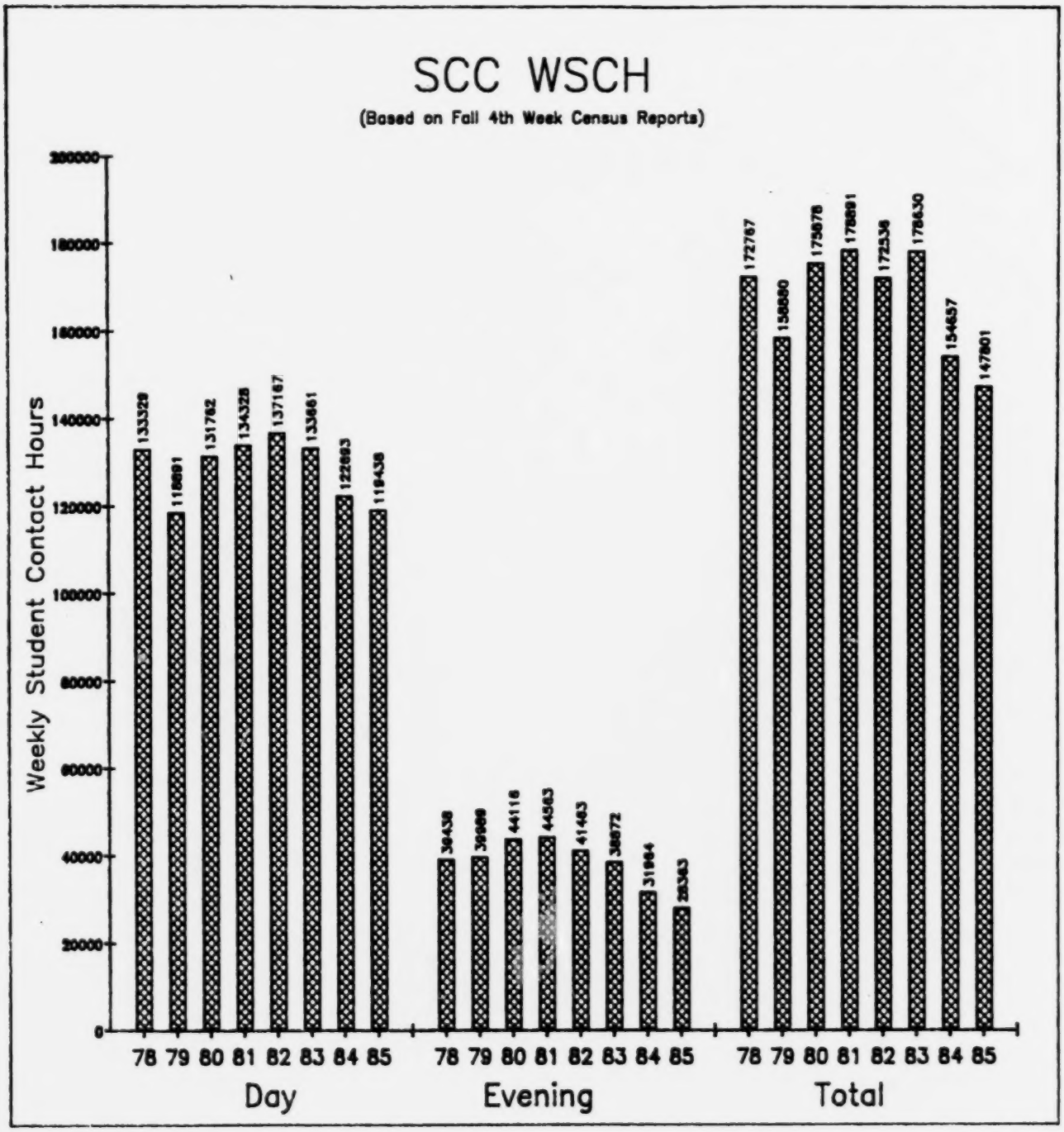

CRC/Placerville Age Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
under 18
18–20
21–24
25–29
30–39
40 and over
8.4
6.3
7.1
8.2
4.9
3.8
4.6
3.8
21.4
21.4
21.3
18.5
22.3
23.3
17.2
14.9
13.5
13.6
11.6
10.2
12
14.1
11.9
11
15.6
15.8
15.3
13.8
13.8
11.5
12.2
12.3
21
20.7
23.1
24.1
24.9
26.8
30.4
22.1
22.2
21.6
25.4
22.3
23.5
27.5
27.7
0
5
10
15
20
25
30
35
40
Percentage

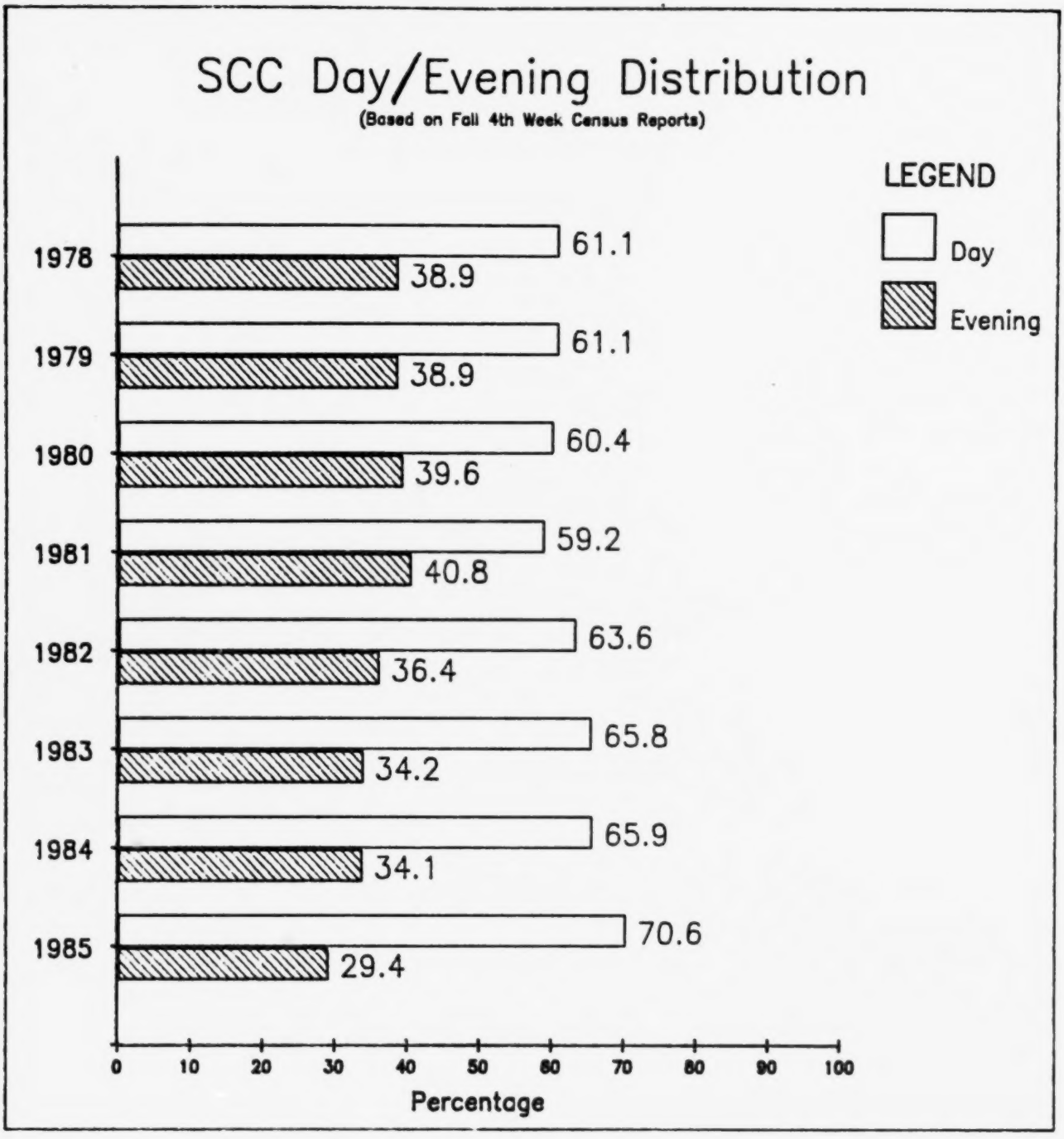

CRC/Placerville Gender Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
Female
Male
1978
61.7
38.3
1979
59.2
40.8
1980
65
35
1981
68.3
31.7
1982
64.6
35.4
1983
69.7
30.3
1984
65.2
34.8
1985
67.5
32.5
0
10
20
30
40
50
60
70
80
90
100
Percentage

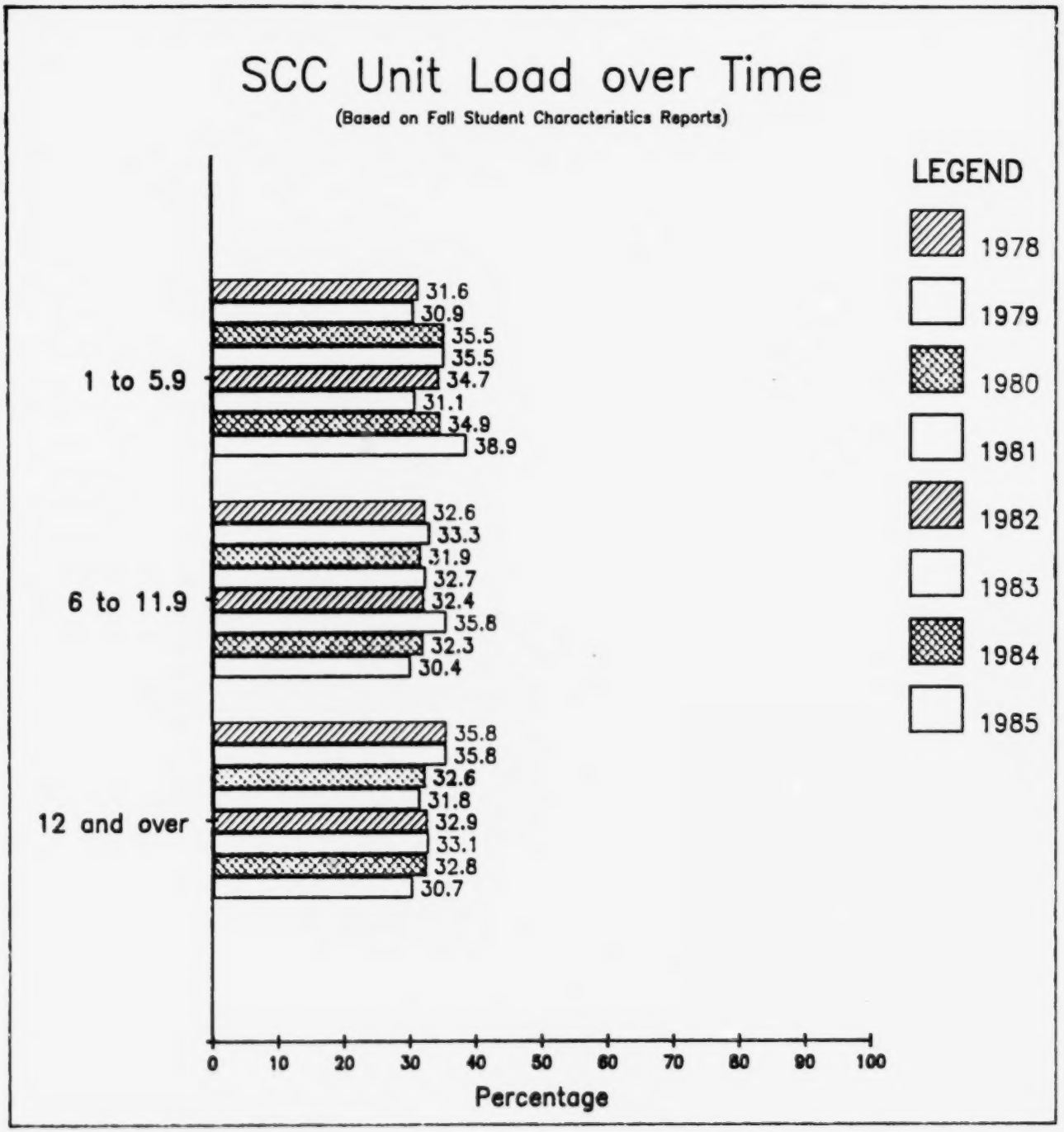
APPENDIX D:

Figures for Sacramento City College




SCC WSCH
(Based on Fall 4th Week Census Reports)
Weekly Student Contact Hours
200000
180000
160000
140000
120000
100000
80000
60000
40000
20000
0
133329
118891
131762
134328
137167
133661
122883
119438
39438
39989
44116
44583
41463
38872
31984
28343
172767
158880
175878
178891
172538
178630
154657
147801
78 79 80 81 82 83 84 85
Day
78 79 80 81 82 83 84 85
Evening
78 79 80 81 82 83 84 85
Total

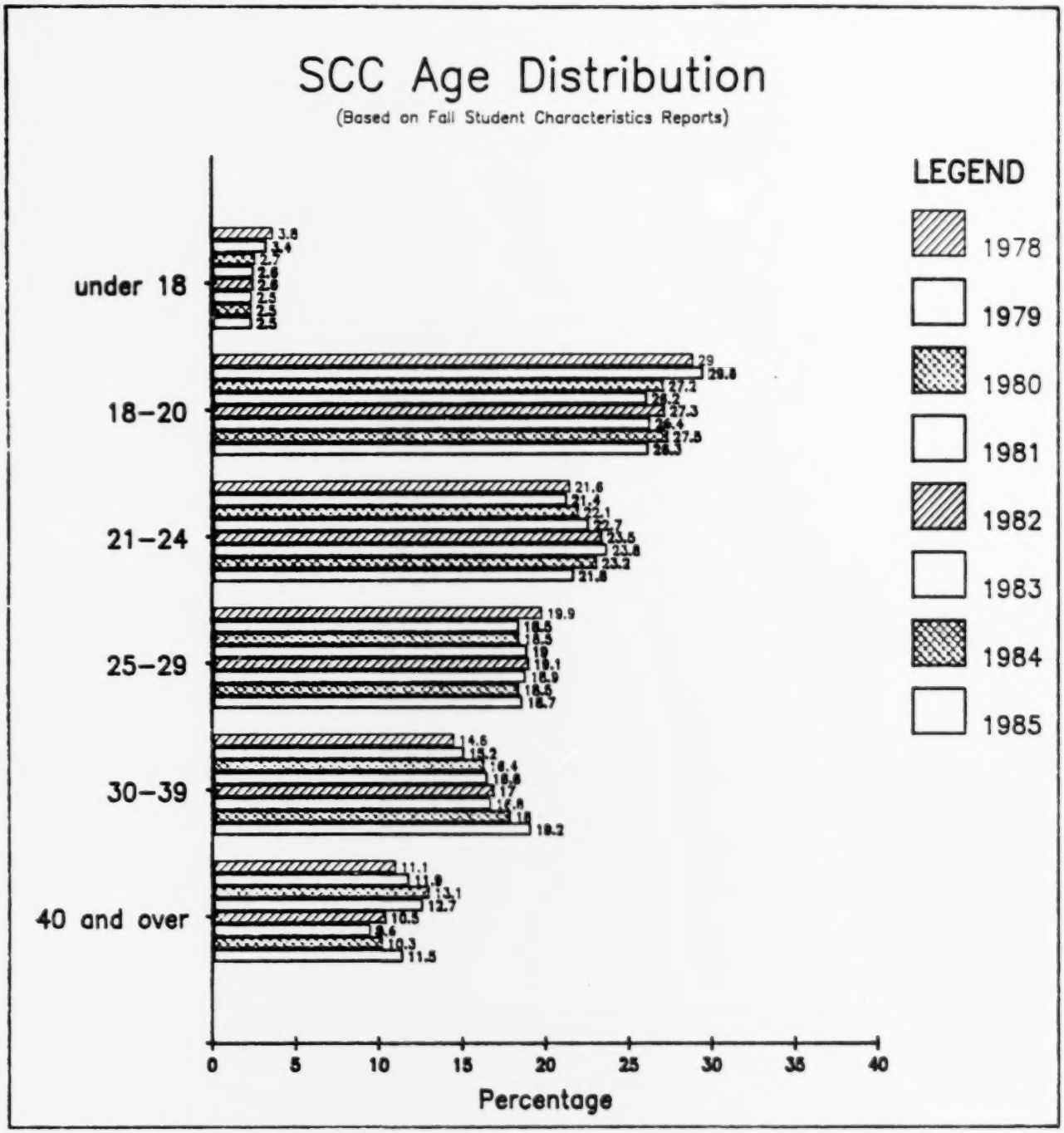

SCC Day/Evening Distribution
(Based on Fall 4th Week Census Reports)
LEGEND
Day
Evening
1978
61.1
38.9
1979
61.1
38.9
1980
60.4
39.6
1981
59.2
40.8
1982
63.6
36.4
1983
65.8
34.2
1984
65.9
34.1
1985
70.6
29.4
0
10
20
30
40
50
60
70
80
90
100
Percentage

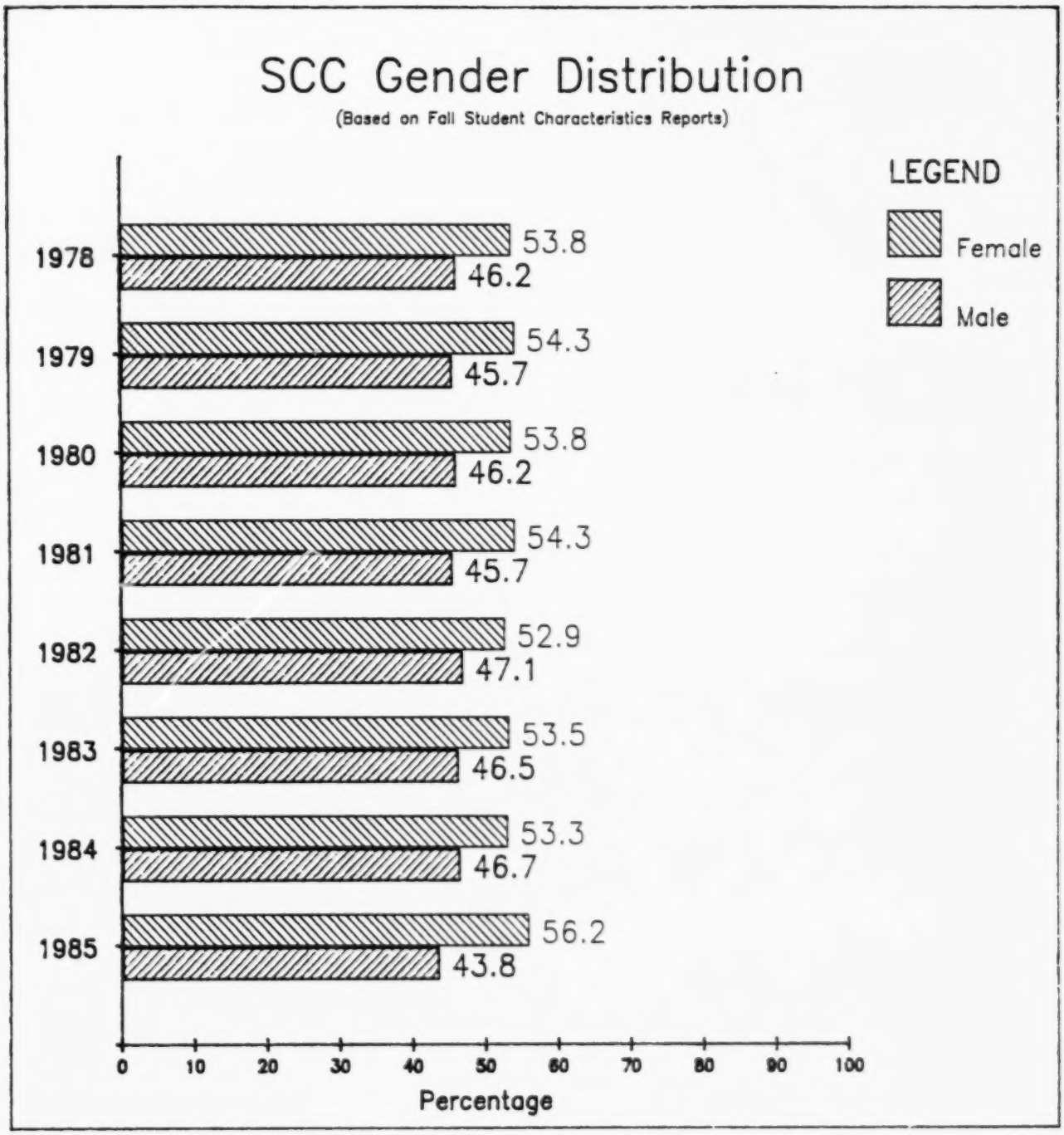

SCC Unit Load over Time
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
1 to 5.9
31.6
30.9
35.5
35.5
34.7
31.1
34.9
38.9
6 to 11.9
32.6
33.3
31.9
32.7
32.4
35.8
32.3
30.4
12 and over
35.8
35.8
32.6
31.8
32.9
33.1
32.8
30.7
0
10
20
30
40
50
60
70
80
90
100
Percentage

SCC Ethnicity
(Based on Fall Student Characteristics Reports)

	1978	1979	1980	'80 Fed Census	1981	1982	1983	1984	1985	84-85 diff.
White	6996	6604	7754	180499	7967	7958	7021	6677	6498	-2.7%
	51.5%	50.6%	50.5%	64.7%	49.8%	49.6%	46.9%	50.5%	49.7%	
Black	1983	1972	2192	28441	2298	2428	2167	1689	1696	0.4%
	14.6%	15.1%	14.3%	10.2%	14.4%	15.1%	14.5%	12.8%	13.0%	
Hispanic	1467	1332	1561	38628	1648	1569	1493	1364	1501	10.0%
(Note 1)	10.8%	10.2%	10.2%	13.9%	10.3%	9.8%	10.0%	10.3%	11.5%	
Asian	1762	1709	1971	25387	2069	2165	2098	2026	2147	6.0%
	13.0%	13.1%	12.8%	9.1%	12.9%	13.5%	14.0%	15.3%	16.4%	
Am. Indian	157	152	179	2905	193	193	226	192	221	15.1%
	1.2%	1.2%	1.2%	1.0%	1.2%	1.2%	1.5%	1.5%	1.7%	
Other	374	344	380	2947	388	381	397	433	485	12.0%
	2.8%	2.6%	2.5%	1.1%	2.4%	2.4%	2.7%	3.3%	3.7%	
Not Coded	857	947	1303		1425	1344	1575	832	537	-35.5%
(Note 2)	6.3%	7.3%	8.5%		8.9%	8.4%	10.5%	6.3%	4.1%	
	13596	13060	15340	278807	15988	16038	14977	13213	13085	-1.0%

Note 1: Federal Census definition of "Spanish Origin" not comparable to other ethnic definitions.
Note 2: Federal Census combines Other and Not Coded.


SCC Age Distribution
(Based on Fall Student Characteristics Reports)
LEGEND
1978
1979
1980
1981
1982
1983
1984
1985
under 18
18–20
21–24
25–29
30–39
40 and over
0
5
10
15
20
25
30
35
40
Percentage



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